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ABSTRACT

This study investigated the relative importance of the major factors associated with the habit of reading or nonreading. Some 2,731 seventh-grade students were the subjects of the study; from these, 487 were identified as either readers or nonreaders, and, from this group, 22 students were selected for additional in-depth case studies. From over 100 psychological, demographic, personal, school, and book-related variables investigated, it was found that the most important predictors of amount of reading were sex, reading ability, and the number of books the child owns. On the basis of the findings of the major study and the case studies, it was concluded that each individual presents a unique and dynamic pattern of reading. Strategies for the development of the reading habit, suggested by the results of the study, are also discussed. Copies of the questionnaires, tests, and interview guides are included in an appendix. (Author/AA)

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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN VOLUNTARY READING AND CERTAIN PSYCHOLOGICAL, ENVIRONMENTAL AND SOCIOECONOMIC FACTORS IN EARLY ADOLESCENCE

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A Thesis
Submitted to the Faculty of Graduate Studies and Research
in Partial Fulfillment of the Requirements
for the Degree of
Master of Arts
in Psychology
Division of Social Sciences
University of Regina

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ABSTRACT

The present study was concerned with a comprehensive investigation of the main factors associated with the habit of reading and non-reading and their order or relative importance.

The method involved an integration of both quantitative and qualitative measurement.

The 2,731 Grade VII students who formed the subjects of the study represented the entire population of Grade VII students attending regular classes in a mid-western Canadian city. From this population 487 students were identified as either readers or non-readers. From these latter groups 22 subjects were selected for in-depth, individual study.

From the over 100 psychological, demographic, personal, school and book related variables investigated, it was found that by far the most important predictors of amount of reading were sex, reading ability and the number of books the child owns. Other factors revealed somewhat minimal or non-substantial contributions to the variance of reading.

It was concluded on the basis of integrating the findings of the major study with the case studies that, in the final analysis, each individual presents his own unique and dynamic pattern of reading which remains ostensibly unknown to the researcher.

However, certain strategies for development of the reading habit were suggested by the results of the study which may be directly applicable to schools and libraries. These included the breaking down of sexual stereotyping, concentration on remedial reading classes and provision of collections of reading materials readily accessible to all segments of the communities. These collections, in classrooms and small community libraries, need to include a large number of the type of books which non-readers enjoy, such subjects as sports need to be included as well as a large number of comics, paperbacks and magazines. Only if such collections are provided, rather than the quality of collections usually insisted on by librarians, will the barriers maintained by non-readers to the habit of reading be broken down and encouragement given to them to establish a habit of reading.

Because of the importance of television in the lives of all children examined in the sample this and other audio-visual media need to be constantly integrated and combined with reading programs.

A plea was also made for as much individualization of reader assistance and increased understanding of the unique reading patterns of all children.

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CHAPTER I

INTRODUCTION

Symbolic thought is fundamental to man's consciousness and as such has separated and distinguished him from the rest of the animal kingdom. Symbolization has been facilitated by the development of language and the alphabet and later by the invention of print and the book as primary means of communication. Words have given man a means of holding the raw experience of life at a distance, of abstracting from them, analysing and reducing them to capacity to be manipulated, thought about and rearranged. Words and books have expanded man's consciousness of other eras and the advances of man; of other places and societies. Reading is only one means for communicating with symbols but as such is of paramount importance to the individual and society in general.

The act and process of reading is a highly complicated physiological and intellectual ability involving perception (word decoding and recognition); comprehension and interpretation; appreciation and application. Reading is not an isolated skill but a complex ability closely inter-related with the general personal development of the individual. The truly literate person learns to transform the printed page from abstract symbols into words that can carry great personal significance. In other words he can identify with the printed page, emotionally as well as intellectually.

In the words of Dale (1965)

> Reading must be seen as more than saying the word, more than seeing the sentences and paragraphs. Good reading is the way a person brings his whole life to bear on the new ideas on the printed page. It is reading the lines, reading between the lines, reading beyond the lines. It is an active not a passive process. The good reader becomes in the writing and the writer. He agrees, he argues back. He asks: Is it true? Is it pertinent? What if anything, should I or could I do about it? (p. 2)

Historically, symbolization arose as spoken language and gesture. The words and gestures began together as they do in the child as a joint means by which prehistoric man communicated with his fellows. The language of pictures then grew up. From gestures and sign language, which were like drawings in the air, came pictures on bark, wood, stones and skins. In many cases the characters lost their original resemblance to the thing signified and became mere arbitrary signs to the writer. Then came a time when ideas became too numerous for the available symbols "to go around" and so the need arose for division into parts of speech and arrangement into sentences. Hence about 1000 B.C. the idea of the alphabet was born which still remains one of the greatest and most momentous triumphs of the human mind. It originated with the semitic peoples, and came in degrees, by a slow process of evolution through variation and selection to what it is today. The modern book had its beginnings in wooden, wax-coated tablets used in Greece and Rome. Later the Romans began to use booklets of tablets called codices. Paper was later introduced in the eighth century from the Arabs. It was not until the fifteenth century that Gutenberg invented printing, giving civilization the book, essentially as it is known today, and words, the enormous strength of mechanical multiplication. Print also made universal literacy a possibility, (Huey, 1908; Encyclopedia Britannica, 1975; Woodworth, 1938).

Today, reading and the printed word remain the cornerstones of fundamental education throughout the world and primary tools for self-education. The book is still the most compact, available and portable device for the storage and retrieval of information and ideas that the world has yet discovered. Lazarsfeld (1940); Doob (1948); Waples (1942) and Berelson (1953) have variously noted and emphasized the advantages of print over other media. They evaluate the greatest advantage of print as its ability to allow the reader to control exposure and proceed at his own pace. Print also allows exposure at a time when the reader is most amenable to such exposure. The reading of a particular passage can be repeated as often as desired to confirm a meaning, to reconsider the content or simply to reexperience some pleasure previously experienced. Cumulative effect and availability for reference are more possible in print than in other media. Print can develop discussion to as complex a degree as is desirable and of all media can best handle complex discussions. The content of books continues to be less standardized and more unorthodox than that of radio or television.

Many writers have written very eloquently, if somewhat pedantically, about the joys of reading. For example Hazard (1944) talking about children and books;

> "Give us books," say the children; "give us wings. You who are powerful and strong help us to escape into the faraway. Build us azure palaces in the midst of enchanted gardens. Show us fairies strolling about in the moonlight. We are willing to learn everything we are taught in school, but, please, let us keep our dreams." (p. 4)

And again Haines (1935);

> Books can offer building material for the formation of character through knowledge and thought--they activate intelligence, enrich resources and deepen sensitivity.--Through books we have bridged the centuries and built the world's structure of achievement--books give a deeper meaning and interest to living,--books impart deepened sensitivities to ideals, to beauty, to pleasure, to the best emotions of life. (pp. 4, 5, 6)

Such quotations although tending to exaggerate and oversentimentalise serve to give some idea of the meaning and significance of books in the lives of those who have learnt fully to use and love them. Reading can both provide recreation, and at the same time improve the ability to focus, grasp, analyse and interpret. It can also affect human behaviour and emotions. Print has been used as propaganda and as one means to control groups of people as with the burning and banning and special assignment of books in Nazi Germany and by the early Catholic church. Books are also used today as a method of therapy, bibliotherapy, in which the patient gains insight into his behaviour and problems by identification with characters with similar problems in specially selected books, (Tews, 1970).

Dire predictions about the effects of the invention of the computer and television upon book reading have not come true. In fact in the last 20 years sales of books measured in dollars have risen seven-fold from about $500,000,000 to about $3,500,000,000. Each year from 1958-1967, 141 new book stores have come into being in the United States. In 1970 a book was published somewhere in the world every minute of every day, 546,000 titles in all, double the output of twenty years ago, (Lacy, 1976; Robinson, 1956). In Canada, in 1962, 65,143,573 books were borrowed from public libraries from bookstocks of 15,580,359 books, ten years later in 1972 readers borrowed 95,657,130 books from public library bookstocks of 29,450,861 books, (Canada Yearbook, 1963-64, 1974). This incredible growth indicates that the new devices of electronic technology are not replacing books and reading but reinforcing them. Print is needed even more today to provide a balance in our perceptual grasp of the world against the auditory/tactile model of television and radio, (McLuhan, 1967).

In spite of all these favourable statistics we know that 30.1% of Canadians have only Grade VIII education or less and are often functionally illiterate because of escalations in the levels of literacy required by our increasingly complex society and the demands of many of today's occupations. Many young people leave school never having acquired the habit of reading and, with disuse, their reading ability quickly atrophies, so they too quickly join the ranks of the illiterate (Thomas, 1976). It is believed that about 25% of adults cannot read at all or read with barely enough skill to allow them to survive with forms, street signs and basic occupational requirements. Another 50% occasionally read but rarely by choice or with any degree of pleasure. Only about 25% of people, in fact, are regular, quality or serious book readers (Hajda, 1973).

Research is urgently needed to understand why certain people join the ranks of the quality readers and why most people do not. This type of research would give understanding and propose methods to encourage children to read in schools, at home, and in libraries.

Up to now reading has received more attention in research than any other aspect of education, however most of this has focused on methods of teaching children to read and on reading interests. Psychologists have concentrated on understanding the process of reading, such aspects as eye movements, fixations, vocalizations, etc. (Huey, 1908; Woodworth, 1938 and Gibson and Levin, 1975). From 1920-1962 the great debate concerning the best method to teach reading raged on (Chall, 1967). Concern rested with whether the teaching method should emphasize code and phonetics or meaning. Since 1965, the emphasis has been with the reader who can decode words but cannot comprehend their meaning even after he has decoded them (Chall, 1976). From 1900 to the present there have been an enormous number of studies concerned with "what" people read or with their reading interests. Only a few studies have considered 'why" people read and those that have, have in the main been concerned with either one factor or at the most three or four in isolation.

Many writers, scholars, teachers and librarians have expressed the need for more research into why people read, rather than how they read and what they read. For example, Ebell (1969):

> There is an urgent need for research into the interaction of psychological and sociological conditions which give rise to interest in reading. Such research would be especially fruitful in helping understand the genesis of reading interest and to explore ways in which reading interests may be modified and extended. (p. 1073)

Although literate nonreaders are undisputably numerous, they have rarely been studied; researchers have been far more interested in readers, and what they read.

Research is badly needed which will synthesize and examine many factors which motivate both readers to read and nonreaders not to read.

The present study examined a group of Grade VII readers and a group of Grade VII literate nonreaders selected on the basis of the amount of voluntary reading that they engage in. The total population of Grade VII students in a mid western city was surveyed to obtain these two dichotomised samples. The study examined the relationship between the amount of voluntary reading and certain psychological, environmental and socioeconomic factors. The main emphasis of the study rested with the underlying motivational factors which contribute to and are associated with the development or nondevelopment of the habit of voluntary reading. The research also examined, but secondarily, reading interests and the effects of reading on the individual as they were revealed in the data collected. The study employed both nomethetic and idiographic methods; a survey, case studies and statistical analysis. It also treated the data both quantitatively and qualitatively. The survey method used questionnaires and psychological tests to gather data. The case studies utilised interviews and additional psychological tests to explore certain psychological dimensions which might be associated with the defiance of the expected tendency by these selected subjects to become readers and nonreaders. Lastly, statistical analysis was utilised to assess the relative weighting and contribution, if any, of each factor associated with the development of voluntary reading.

It was the researcher's position that there was an obvious need to grasp intuitively and to study simultaneously both the idiographic case study data and the nomethetic survey data as well as a need to be objective and analytic. Much of the study was of the nature of hypothesis hunting and kept in mind throughout that reading was but one example of unique human behaviour with its causes complexly linked in a fermenting matrices of cause and effect.

CHAPTER II

REVIEW OF THE LITERATURE

Because of its immense importance as a tool of education and employment, literally thousands of studies have been carried out and books written concerning the topic of reading. Mott (1970) in a study of 50 years of reading research noted that research in reading has grown from a few studies annually before 1911 to more than a 100 published annually by 1957. However, the vast majority of these have concentrated on the process of reading; methods of teaching beginners, reading achievement and difficulties and reading interests. Those which have examined how much people read and why they read or do not read have been few by comparison.

Amount of Reading

A topic of some debate in the press and amongst educators and librarians is that of whether people today are reading less than previous generations. Are we becoming a generation of nonreaders? Statistics and surveys have shown that as the education level of a country increases the overall amount of book use increases also. Escapit (1972) and Steinberg (1972) have both quoted figures to show that there has been an increase in the individual consumption of reading matter between 1950 and 1970. However, alarmingly, in spite of an overall increase in reading, the proportion of reader to nonreader still remains the same. A large proportion of those who can read never (or hardly ever) read a book.

Link and Hopf (1946) found in a survey of 4,000 young people and adults in different geographical areas in the United States that 21% of the sample did 70% of the book reading and the 50% which read the least reported only 6% of the books read. Similarly, two years later, in an extensive survey using personal interviews with 1,151 people scattered all over the United States and a survey of all library research, from 1930-1947, Berelson (1948) reported that 20% of public library borrowers withdrew 75% of books and only 25-30% read one or more books a month.

A Fortune study (1954) found that 4.6% of the 5,000 people surveyed in different parts of the United States read no books at all. A report of similar figures was given by Johnstone (1961) when he reported that 60% of a National Opinion Resource Centre (NORC) survey had read a book in the last year but that 20% of the sample accounted for 70% of the reading.

More recently, Hajda (1963) who studied the female population of Baltimore within the framework of the Pratt Library Study found that 48% of women surveyed had not read a book in the last year and Sharon (1974) in an exhaustive study of 5,067 adults found a great deal of variability, and that 6% read less than five minutes a day or never read, while 6% read more than eight hours a day.

Most of these figures are for adults, what have researchers reported about the young? Escarpit (1972) and Hajda (1963) have both reported that lack of interest in reading is not as common with youth as with adults and that students are by far the most assiduous readers. In a study of 250 Grade VII students, Myers (1940) found that the average time spent reading each day was 45 minutes. Twenty years later, Witty (1961) found that children in elementary and junior high school on the average read a little over an hour a day. Researchers have found much the same number of books read in a year by students in school. Goldstein (1955) found that 250 Grade X-XII students read an average of five books a year; Fisk (1961) and Campbell (1962) found that students in Grades X, XI and XII in Alberta schools read between 7.8 and 9.8 books a year and Haverley (1965) found that 15% of high school students surveyed had read ten or more books in the last year, while 15% had read three or fewer.

The story seems to be the same, there are wide discrepancies between the amount people read and the great proportion of book reading is being carried out by a very small number of individuals.

The present study examined how many books and for how many hours a week Grade VII students in a mid-western Canadian city read. These figures were then used as the basis for a dichotomous division into a sample of readers and nonreaders.

Readers and Nonreaders

Much of the literature that has been written about the reasons or motivation behind why people read or do not read has involved speculation rather than research data.

The first insightful examination of why young people do not read was carried out by Gray (1925) in which he hypothesised the main reasons as being the emergence of strong social interests, heavy demands on time by assigned school activities and competition for their free time by other mass media. Much of this would be true today except that television has replaced radio and movies as the greatest competitor for free time and employment outside the home has probably taken over from school activities.

Escarpit (1972) added to these reasons, a cultural stereotype against reading as a major motivation for people not reading. This was stated somewhat similarly by Roe (1962) who stated that; "secondary school students of either sex who read when they don't have to, are apt to be regarded as rather peculiar individuals" (p. 20).

He found in his close examination of children who read, that they are often regarded by their peers, and even their teachers, as something of an oddity.

Escarpit further reported that books are alien to many because they are too firmly associated with the education process. Bamberger (1972) suggests that if experience in school was unhappy for a person, because of association of reading with it, people tend to stop reading as soon as they leave school.

The fact that many people never become proficient enough in reading to develop a reading habit has been pointed out by many journalists and writers. Meikle (1972) writes about the problem;

> Many people leave school without becoming even moderately proficient in the very difficult skill of reading. For these people reading is and remains a task so hard they find little meaning and enjoyment in it. (p. 135)

Ennis (1969) listed the barriers to book reading somewhat differently but regards as vital an unfavourable attitude towards reading in the home, bad experiences with booksellers, teachers and librarians and lack of book atmosphere surrounding the individual and his friends. He concurred with Escarpit and Meikle and noted that early trouble in reading and too much school related reading could cause lack of voluntary reading.

Research has added very little to the discussion of why people do not read. One of the few research findings was that by Fisk (1961) studying Alberta high school students. Fisk reported that the most frequently quoted reason for not reading was that students had too much homework and home duties. In a public library survey in London, England, Groombridge (1964) found that 50% of respondents said they did not read because they did not have time and 11% because they preferred to watch television. He suggested, however, that not having enough time to read was probably far from the truth!

The other side of the coin, why people read, has also received a lot of attention from writers, and again much of what has been written is based on personal speculation rather than empirical research.

Jackson (1972) emphasized the escape aspects of reading by saying that readers read to substitute one kind of life or consciousness for another. He sees reading as offering an escape from the tedium of the "journey of life" and a way to recuperate and perceive themselves more widely and vividly.

Similarly, Lesser (1962) sees people reading in order to create a more harmonious world to go for refuge, solace and pleasure. It helps, he says, to create a world;

> . . . more comprehensible, coherent and passionate, more plastic and comparable with our ideals. We read fiction to secure richer fulfillment of desires no more than partly satisfied by life and to allay the anxieties and guilt feelings our experience arouses. (p. 36)

Agreeing that reading can be used as escape, Ennis (1969) added the need to see how others deal with problems similar to our own; to reinforce beliefs; to get information related to job or community activities and to search for a personal map or landscape.

On the basis of her research with children in libraries in Wales, Leng (1968) concluded that children read for information to solve immediate practical problems, for education, to effect changes within themselves, to develop abilities and skills and for recreation and pleasure. Children also read, she says, to rehearse problems they will face tomorrow, to discover their own identity and to have vicarious experiences unavailable to them in reality.

Somewhat more recently, Bamberger (1972) has divided the reasons for reading into two major categories; firstly self-expansion and development of talents, feeling and reasoning, best satisfied through fiction and entertaining reading; secondly, comprehending the world or acquiring knowledge, best sought through nonfiction.

In giving a questionnaire to 250 residents in a United States city, Freebairn and Palmer (1972) included a question asking them why they read. The reasons given were similar for all respondents; recreation and enjoyment; self education and to be more informed on civil rights and current issues.

Asking the same question but with high school students, Emans and Patyk (1967) found they said they read to get recreational release, to get information, to identify with characters in similar situations and for aesthetic enjoyment.

Summarising reasons for reading mentioned by 1,000 children in an essay sponsored by Hartford Public Library Canfield (1940) listed vicarious experience, knowledge, relaxation and solution to personal problems.

Again, concerning the psychological characteristics of readers and nonreaders most is speculation as no research has been carried out using psychological tests to appraise the psychological dimensions of readers and nonreaders.

In his book, Fiction and the Unconscious, Lesser (1962) suggests that people whose ego structures are weak and who have a precarious hold on reality or who doubt their ability to control instinctual drives have a deep dread of reading and find excursions into it dangerous. Similarly, Leng (1968) believes that children without the capacity for self-surrender and readiness to be "carried away" cannot read fiction.

Both Hajda (1963) and Steinberg (1972) in talking about the personal characteristics of readers, although acknowledging the need for solitude to read, see them not as lonely people but rather as people who seek contact in society. In Hajda's words;

> books call for sympathetic engagement with the very world which condemns persons to loneliness. Reading books requires an effort, this in itself makes book reading unattractive to a lonely person whose general level of interest and activity is considerably lower than an engaged person. (p. 231)

Steinberg (1972) describes readers as good listeners who have a wish to communicate to others with conversation.

He sees them as seeking to influence society and to expose themselves to it. This statement was based on a survey carried out by the Allensbach Institut fur Demoskopie in West Berlin.

Readers are more open to all kinds of communication, according to Berelson (1949); Steinberg (1972) and Black (1970), readers tend to be watchers of television, moviegoers and readers of magazines and newspapers as well as books. While studying readers by case study method Roe (1965) found them more likely to subscribe to values of kindness and understanding rather than those of being clever or good at sport. He also found them more sensitive to human relationships than those who do not read.

In an interesting and well controlled study Loban (1953) studied sensitivity to the feelings of others or social sensitivity of 230 boys and 200 girls. As measures of sensitivity he used a questionnaire "Is it anybody you know?" and a teacher rating scale. Loban found a persistent tendency for the highly sensitive adolescent to show a greater interest in books. They chose books frequently that dealt with idealistic, esthetic and sympathetic themes while the least sensitive led in interest in books emphasising cruelty. A larger number of adolescent girls proved to be highly sensitive as compared with adolescent boys; this difference was highly significant statistically.

Many researchers have shown that children with severe reading problems tend to be withdrawn and shy; lacking in drive initiative and interest. Ganan (1945); Robinson (1949) and Jackson (1972) have reported children with reading problems to also be less well adjusted, more egocentric, insecure and impulsive.

However, Denibo (1972) found no difference in reading attitude or reading amount of aggressive and nonagressive adolescent boys as noted by their peers. There was no evidence either that one or other of the groups was attracted to aggressive or sensual content in the media. Using sociograms, Mitchell (1949) found that VIth. Grade children who read extensively were as socially acceptable as those who did not read widely. In fact, if anything the nonreaders showed up as being more antisocial.

Much has been speculated about the greater introversion of readers compared to nonreaders but the only research carried out has been related to reading ability. Vehar (1968) and Antoine (1972) using the Eysenck Personality Inventory, Extroversion scale found reading ability to be related to introversion. Dillard (1974) found the successful reader to be introverted, intelligent, able to react well with others, conscientious and placid. These studies however are not concerned with reading amount and so cannot be directly related to this study.

Similarly, a multitude of studies have been carried out using different measures of self-esteem to compare good readers and poor readers. Several researchers (Dillard, 1974; Terry, 1974; Swartz, 1972; Podelford, 1969; March, 1974; Mather, 1975; Mangierei, 1974; Homachek, 1961; and Denner, 1971) have found that good readers have higher self-esteem than poor readers. Robinson (1975) and Fern et al. (1975) have reported that their studies showed no correlation between self-esteem and reading ability.

Relating self-esteem and attitudes indicating interest in reading two researchers found a positive relationship; Baker (1975) and Hutchison (1971). Neither study examined whether the children expressing an interest in reading actually read.

In the only study relating to reading amount, Leng and Henderson (1970) found that with children aged 9-11 years, that girls with low self-esteem spent more time reading, but this was not true with boys.

In summary there has been very little research on why people read and why they do not read or into the psychological characteristics of readers and nonreaders. The present study will therefore explore some psychological characteristics and underlying motivational variables of readers and nonreaders through case study interviews; Myers Briggs Type Indicator, Eysenck Personality Inventory and the Coopersmith Self-Esteem Questionnaire.

Reading Interests

An interest in reading is any disposition which impels an individual to seek opportunities and sources to read.

The reader will seek to read in certain areas of interest rather than in others. Over the years most researchers have reported fairly similar findings concerning reading interests. Jordan (1926, 1935, 1940); Terman and Lima (1926); Connell and Skillbeck (1947); Taylor and Sneider (1951) and Elley and Tolley (1972) all report that fiction is more popular than nonfiction at all ages during high school. Adventure is the most popular category overall, with the sex-linked runners up being sports and games for boys and mystery, love and adventure for girls.

It is suggested by Brink (1939) and Chancellor (1938) that this trend may swing slightly in favour of nonfiction after people leave school. Witty (1961) reports poetry as the least popular category and Strang (1963) and Heller and La Brant (1939) both report for the 13-18 year old age group that very few children listed classics. Litt (1950), Brink (1939) and Hentoff (1968) have all emphasised the importance of recency and relevance in books for adolescents. Hentoff (1968) jazz musician and author of teen fiction books says;

> Remarkably absent from most fiction for the young is any real density of perception of the ways in which they look at and react to the adults with whom they live. The corroded marriages; the chronic, dreary lies; the business "deals" and income-tax inventions; the squabbles about money; the smallness of "grown-up" satisfactions. I know of no fiction for the young that convincingly digs into the effects of the high incidence of divorce on shifting families; that perpetual stranger in the house, the stepfather; the varieties of ambivalent obligations to the real but outside father; the

> half brothers and half sisters who have to be coped with. Contemporary American family life is full of broken and loose ends, but where are the books about it in which teen-agers can recognize mazes similar to their own? (p. 264)

Writing in more generalized terms Shores (1964) listed the most significant interests of book reading in adolescents to be personal and social adjustment, vocational choices and moral and ethical values. De Boer (1957) suggests that young people look for books on physical development, personal appearance, acceptance, love of parents and peers, sex roles and moral and ethical values. Litt (1950) pointed out that teenagers read very subjectively and want materials directly related to everyday life. Leng (1968) explained that teenagers look for a character with whom they can identify, so that they can experience wish fulfilling experiences. She found that increasingly as they grow older children demand books in which the main roles are played by human characters rather than animals, 34% at 6 years of age, 83% at 9 years of age. After their 12th. year children are drawn to characters who earn a place as accepted and valued members of society. He looks for books in which the character plays a role to which he aspires.

Seegers (1936) examined the voluntary reading of 924 city school children aged 11-16, using reading records and questionnaires. He found that children were not severe critics and only considered 10% of the books they read not worth rereading.

Swinnerton (1927) deplored adolescent reading as superficial and non literary, while Jordan (1935) said much of it was trashy, sordid, unreal and undesirable. Hoggart (1957) in his expose of British working class reading, said most of what they read was an unrelieved diet of "sensation, fragmentation, oversimplification, unreality--a world of passing shows and vicarious stimulations" (p. 202).

Waples and Carnevshy (1932) compared the actual reading of various groups with interest items for which they showed preference, and found a marked discrepancy between what people read and what they wanted to read.

Although not primarily concerned with reading tastes and interests the present study examined them by consideration of Questionnaire I, question 3 "Name the books you have read in the last six months" and Questionnaire II, Section IV. Discussion of kinds of books and reading interests was also part of the case study interview.

Most of the research that has been carried out on the characteristics of readers and nonreaders has been in the nature of isolated examination of various personal characteristics of those who read. In other words a consideration of characteristics which are more likely to be typical of readers than nonreaders. For example, do boys or girls read more, at what age does the height of reading occur, from what socioeconomic level are readers more likely to come and so on. For some of these questions there are fairly definite answers, so it is necessary to examine the research which has been carried out concerning each of the variables investigated by the present study.

Sex Differences in Reading

It is a common research finding that girls are not only better readers than boys but also that they read more books and for more hours a week than boys. As early as the 1920's Jordan (1926); Terman and Lima (1926); Monte (1928); and Lehman and Witty (1928) reported that girls spend more time on leisure reading than boys. In their classic and often quoted study Terman and Lima questioned 808 unselected school children aged 6-16 years in three small Californian cities, and found that at all ages girls read more than boys and that sex difference was a more important determinant of reading amount than intelligence. A little later Johnson (1930) in a study of 1,856 children in Grades V-XI in Duluth schools found girls spent more time reading than boys. The same finding was reported by Cain (1936); Pimke (1937); and Cleary (1935). Minkler (1948) studied the reading of children in Intermediate Grades in Canadian schools and found amount of reading most influenced by sex and availability of books. Similarly, researching in Alberta in a study which included 4,000 students and 800 teachers, Fisk (1961) found that girls read on an average .7 books per year more than boys. A similar Canadian finding was reported by Russell (1942) in a study of Grades IX and X. It is interesting to note that researchers in other countries have reported the same finding. In New Zealand, Scott (1947) and in Australia, Jenkinson (1940) and Connell, Francis and Skillbeck (1947) report exactly the same findings. Scott reports an average of 5 per month for boys and 5.9 for girls and Jenkinson at 13 years an average of 5.5 for boys and 6.1 for girls.

More recent research by Hansen (1969); Sirota (1971) and Desjardis (1972) has also reported significant sex differences in reading amount. Desjardis found with 204 high school students that 55% of girls read materials other than for school assignments for half an hour or more each day, but only 48% of boys spent as much time.

All researchers who have investigated sex differences in voluntary reading report interesting patterns of differences between the reading of boys and girls. From the age of about 10 years on several researchers have found that boys tend to read more nonfiction and read more for factual information than girls; McCarthy (1950); Russell (1942); Daigon (1963); Alderson (1968) and Malchow (1937). Grimette (1934) found that girls did not like stories of strenuous adventure but preferred mystery stories. Other differences have been reported by Desjardins (1972) who found that girls like romance best but boys placed cars, sports and mystery as the highest. McCarthy (1950) reported a greater diversity of reading by boys than by girls. Consistent with the finding on fiction and nonfiction Russell (1942) found that boys are more interested in factual material especially scientific books. Similarly Daigon (1963) in studying VIIth. grade readers reported that girls are more interested than boys in themes dealing with introspection and emotional consequences and boys prefer novels stressing non-violent physical activity. Witty, Sizemore and Kinsella (1960) find that boys prefer adventure, science fiction and mystery, in that order but girls place mystery and romance first. In the most extensive investigation ever compiled in one study, in which the data was collected for 25 years, Norvell (1950) found again that boys favoured adventure and the girls love and mystery. Similar findings were reported even earlier by Malchow (1937) who found almost the same pattern except that he noted that girls were interested in stories of home life and the poor or "downtrodden." Two very recent studies (Feely, 1974; and Helterbridle, 1975) both report sex as the highest determinant of preferred reading interest and reading content.

Several investigators have reported that girls are quite willing to read about male activities, King and Norvell (1958); Leng (1968); Tibbetts (1974); and Terman and Lima (1926) who reported that 18% of girls read boy's books. However, several researchers have noted that boys completely refused to have anything to do with girls books; Bond and Tinker (1967); Hams (1966) and Norvell (1958); Norvell (1940); Thorndike (1941); Lyness (1951); Lazar (1937) and Tibbetts (1974). Terman and Lima (1926) report that only 2% of boys' reading was of the kind that girls enjoy and Thorndike (1941) reported that there was nothing in girls reading patterns which quite compared to the universal rejection of "girls books" by boys. Both Hansen (1969) and Diehl (1972) found a difference in reading attitude between boys and girls. They point out that girls are far more likely to see reading as a pleasurable, worthwhile activity. In addition, Dwyer (1972) found that children of both sexes and at all grade levels tended to rate reading as an activity appropriate for girls.

There has been much speculation concerning the reasons for these sex differences. Dwyer (1973) hypothesised two main reasons for the differences which have been echoed by other writers and researchers. Firstly, there is a differential rate of maturation between the sexes in favour of girls and so girls usually have less problems learning to read than boys and consequently see reading as a pleasurable experience more often. However, Gates (1961) argued against this by pointing out that although girls are still more physically mature than boys in early adolescence they do not exhibit higher achievement than boys in all subject areas.

Waber (1976) found that it was not sex but early maturation which determined better verbal ability. Using various tests[1] she found that verbal ability and activity depended on the level of lateralization of critical functions rather than being sex determined. She hypothesised therefore that it was a culturally based determinant which caused the differences in reading ability rather than a sex linked physiological one. The same result was reported by Berlo (1958); Fox (1972); Meryuk (1963) and O'Donnell (1967) who did not find sex differences in tests of language ability with the exception of speech. Explanation of the differences in language ability was accounted for by McCarthy (1953, 1954) as being related to the minimal reinforcement by mothers of their sons' speech habits by lack of imitation. Moore (1954) saw the difference as due to the fact that boys have less need for verbalisation especially in communicative and interpersonal situations because of their preoccupations with objects, and because of this they develop language more slowly than girls.

The second reason hypothesised by Dwyer (1973) was that reading is not seen by most people as compatible with the male sex role. In 1972 he found in studying boys and girls from Grades II-XII, that children of both sexes ranked reading as an activity appropriate to girls. In seeking concrete evidence of the same hypothesis Stein and Smithell (1969) questioned IInd., VIth. and XIIth. grade boys and girls and found that 90% of both sexes rated reading as a feminine activity. Reading was judged more feminine than arithmetic, spatial or mechanical skills and athletics but less feminine than social or artistic activities. Mazurkiewicz (1960) found that a large majority of fathers and sons classified reading as a feminine activity and that there was a positive correlation between fathers' and sons' opinions about reading. It was also found that boys who classified reading as a feminine activity tended to be slightly less able in reading and to read less than those who classified reading as a masculine activity. Woellner (1949) also concurred that boys in her study disclaimed interest in reading because cultural influences dictate reading to be considered a feminine pursuit. Tibbetts (1974) in a review of early literature reported the same findings by several researchers. This hypothesis is summed up very succinctly by Roe (1965);

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[1] WISC Diget Symbol Test; Stroop Colour Word Test; Word Fluency Primary Mental Abilities to test verbal ability and WISC Block Design; embedded figure test and Spatial Abilities Test to test spatial ability.

> . . . teachers of boys appear to be affected by the belief, conscious or otherwise, that the stereotype "man of action' is more acceptable in our society than the stereotype "bookworm" . . . Among the relevant factors are that adult books figure prominently in the reading of pre-adolescent boys, that these characteristically have war or violence as their theme, that sport is highly valued, that much

> store is set by maturity and manliness, that reading, unless obviously in line with such values, is apt to be regarded as effeminate by contrast with the more highly prized manly pursuits, and that those who frequent libraries except in pursuit of obviously masculine interests are, in addition to other possible oddities--for example, shyness, unsociability--showing too much inclination for pastimes more proper for girls. (p. 25)

Also of interest is a cross-cultural study by Preston (1962) in which he studied patterns of reading of Grade IV and VI in America and Germany. Sex differences in reading amount were reversed in Germany where reading is considered an essentially masculine activity.

There is no doubt that in North America girls do read more than boys and that this difference is probably largely culturally rather than genetically determined.

The present study will re-examine some of the differences in reading amount between the sexes as well as differences in reading interests.

Age Differences in Adolescent Reading

Most studies which have attempted to assess the peak of reading interest have shown that it occurs around the age of 12, 13 or 14 years and in Grades VII, VIII or IX and that after that, reading for most adolescents tends to drop off until adulthood. As early as the 1900's Smith (1907) found that pupils in Grades VI to VIII read 19% more books than those in Grades IX to XII. Monte (1927) and Johnson (1973) reported the same finding. Cleary (1935) and Terman and Lima (1931) found age 12 or Grade VII to be the peak of reading interest; while Eberhardt (1939) found that reading peaked in Grade VII with an average of 64.5 books read in a year compared to 44 in Grade VIII. In Australia Connell, Francis and Shillbeck (1947) and Jenkinson (1940) reported somewhat different findings, namely, a reading peak at age 13 and 14 respectively. Anderson (1945) concurred with these findings and placed the height of reading at about 13 and 14. In a survey conducted in Chicago, Wickens (1956) found a 19% decline in free reading in senior high school. Sloan (1961) and Montemurro (1966) found that reading peaked in Grade VIII and declined to Grade XII. Leng (1968) in a library survey in Wales, found that there were more borrowers at age 12 than at any other age. Canadian studies have reported similar findings, and Ashley (1972) in a study in the Okanagan Valley and Vancouver found evidence suggesting that turning away from reading begins as early as Grade VI. Fisk (1961) found that in Alberta reading average at age 12 was 9.3 books a year and at age 16 this had dropped to 7.

Older students also show different reading interests, for example, Dickenson (1965) found that older students in Grade XI and XII, show increased interest in newspapers and magazines but a falling off in interest in books. Norvell (1958) found that age exerted a major influence on reading interests but as children grow older the rate of change in interest gradually diminished. Schulte (1969) eleven years later arrived at exactly the same finding but was more specific about the age of decline, stating it to be from Grade VII to Grade XI.

In summary, it seems that while children are acquiring reading skills they have an urge to practice and improve these skills. However, as they grow older this urge gradually diminishes as the adolescents become involved in the evolution of new social and emotional needs; the demands of school assignments and the development of new interests and freedom in selecting them.

In the present study Grade VII students were chosen as subjects because it was felt that for many of them they were probably at the height of their reading activity for some years, and at the very least their attitude towards the habit of reading for pleasure had had an opportunity to become established. It was also felt that at this age the subjects would be able to adequately read and answer questionnaires and the sample would not be biassed by attrition of "school drop-outs."

Family Mobility and Voluntary Reading

The only study which examined mobility and reading was carried out by Cramer and Dorsey (1970) on 366 VIth. graders from Air Force personnel families. It found that although age and IQ were significant contributers to reading achievement and amount of voluntary reading there were no significant differences for high and low mobility groups. However, 'high movers" scored consistently but not significantly higher in reading vocabulary and comprehension than did their less mobile classmates.

Justman (1965) found that social mobility as reflected in frequency of change in schools, adversely affected reading achievement for 900 New York City children. He did not investigate the effects on reading interest.

The present study will examine the relationship between amount of voluntary reading and family mobility.

Intelligence and Differences in Reading Amount

Most studies agree that more intelligent individuals read somewhat more than the less intelligent. Terman and Lima (1926) kept reading records for 808 unselected school children aged 6-16 years in three small Californian cities and found that bright children read more than four times as much as those of average ability. Further substantiation to support this finding was found by Burks, Jenson and Terman (1930) when they reported that reading was ranked highest among leisure time activities of bright children but quite low among other groups.

In a study of 13 New York City public schools Lazar (1937) examined the amount of reading and Stanford Binet Intelligence Test scores of 1,038 boys and girls aged 10 through 12. Lazar found a great deal of difference between the amount of voluntary reading of children classified in

Bright, Average and Dull groups. In the Bright group 40.3% boys and 40.2% girls and in the Dull group 8.2% boys and 12.2% girls reported reading five books or more in the last month.

In studying library borrowing in Wales, Leng (1968) found that of 1,055 children, more intelligent children join the library in greater numbers and having joined make more use of it than the less intelligent. However differences were very small and the correlation between intelligence and volume of reading was only .19 for boys and .21 for girls. A similar finding was reported by Seegers (1936) in his study of the voluntary reading of 924 pupils of a city school.

Many researchers have reported finding differences in the kinds of books read at different intelligence levels. Seegers (1936) and Lazar (1937) both found that for children with IQ's less than 115 well known and relatively trashy books were tabulated more often. Examining the reading of honour roll students in Grades VII and VIII in a small community school, Davis (1940) found them to be better and more varied readers. However, Thorndike (1941) and Lazar (1937) found that students of high and low intelligence differed less by the material they read and more by the age at which they read it. Because of this finding they felt that high interest, low level reading materials are of primary importance to enable those with lower intelligence to read books that interest them at the same age as their peers.

Norvell (1958) found greater interest in humour for bright children than for children of lower intelligence, while Witty, Sizemore and Linsella (1960) felt that interests differed less between poor and better readers than did their attitude towards reading which was noticeably more positive for good than for poor readers. Two researchers ranked intelligence as only the third most important variable in determining the reading interest of students. Hansen (1967) ranked IQ behind social class and the home environment and Helterbriidle (1975) ranked it behind sex and age. Rinehard (1931) and Stone (1931) found books read by exceptional children, IQ 145-178, to be very little different than those read by pupils on a whole. The one exception was that Stone found humour chosen significantly less by dull children than by children of average intelligence.

Using results of intelligence tests administered by the Separate and Public School Boards, the present study investigated the relationship between reading amount and intelligence.[1]

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[1] Since the two School Boards had used two different intelligence tests, the Public School, the Stanford Achievement Test and the Separate School, the Pintner-Cunningham Intelligence Scale, a rating from one to four was used instead of the actual score itself. It was felt that this facilitated greater equalisation between results obtained from the two different scales.

Number of Children and Position in the Family

In a study of free reading; Myers (1940) examined the personal and environmental factors which may be connected with reading activities of Grade VII children and found no correlation between free reading time and the number of siblings in the family. Leng (1968) in her study of library borrowers found that girls from large families join the library almost as frequently as those from small ones, but on the other hand there were substantial differences for boys if they came from families having four or more children. He hypothesises that this may be due to lack of privacy and loss of parental interest; however, this does not explain the reported difference between boys and girls. Goldstein (1970) studied the relationship between reading, and birth order and number of siblings. He found that the greater the number of children in the family the less the amount of reading, and also that the youngest child tended to read less than the older children. A similar finding was reported by Harris (1961) who in comparing clinical records of reading found that last born child had more learning difficulties and read less than other children.

In 1970 Oberlander, Jenkin, Houlihan and Jackson (1970) examined VIIIth. graders to study the relationship between birth order, family size and reading. Family size alone was not significantly related to reading level or reading amount but first-born children were characterized by higher reading scores and reading amounts as compared with later born. They concluded that the birth order and family size interaction was more meaningfully related to reading than either birth order or family size alone.

The present study provides data for the further examination of family size, birth order and amount of reading.

Literacy or Reading Ability

As would be expected reading ability or the reading level of the child is far more effective in predicting the amount of voluntary reading carried out by a child than his level of intelligence.

As early as the 1920's Gryell (1927) and Green (1922) had found high correlations between the amount of reading for fun and reading ability. In a study in which [illegible]e grouped students aged 16-18 in to three groups; slow readers, average readers, and superior readers, Shatter (1951), found that slow readers read 0.4 books in six months, average readers 3.0 books and superior readers 6.0 books. Using information supplied by parents and teachers Sheldon and Cutts (1953) found that almost half of above-average and superior readers have reading as an out of school interest while a quarter of average readers and only one-tenth of the below average readers reported such an interest. Clarke (1969); Long and Henderson (1970); Anderson (1963) and Lipscombe (1956) all found correlations between reading amount and reading ability, Lipscombe reports a .30 partial correlation, controlling for IQ. He concluded that reading amount was more closely related to reading level than to IQ. In a study of 50 negro males, Bruel (1969) found a high correlation between the amount of books read by these boys and their reading vocabulary.

Other researchers have been more interested in differences in reading interests between high and low level readers than in reading amount. Koch (1974) investigating 62 Grade IV boys and girls and 90 Grade VI boys and girls in regular classrooms found no relationship between reading interests and reading comprehension for any grade, sex or level of reading ability. The same finding is reported by Stanchfield (1962) for 51 VIIIth. Grade boys and Rogers (1965) for 28 high and low level readers. However, Witty, Sizemore and Linsella (1960) reported that for VII and VIII grade pupils in an elementary school, interests differed more between poor and better readers than between high and low intelligence.

Two researchers report differences in attitudes towards reading and the level of reading achievement. Rogers (1965) and Diehl (1972) both report a positive correlation, however, Diehl reported that it was far higher for girls than for boys. Rogers suggested that the attitude difference was partly because adept readers were better able to understand words through context; notice clues to settings, and grasp literal meanings of stories and were consequently able to get more out of their reading.

In a similar study with a sample of 72 males in Grades IV to VI, O'Conner (1968) found that severely disabled readers displayed significantly higher avoidance attitudes towards reading and engaged in practically no voluntary reading.

The relationship between reading ability and amount of voluntary reading was explored in the present study. A reading ability score was obtained by using a literacy score for each of the subjects from Separate and Public School Board records.[1]

Handedness

Mixed laterality, or a tendency to use either hand equally and left handedness have been hypothesised as indicating that the usual pattern of left cerebral dominance has not been established. This may reflect a delayed neurological maturation and consequent delay in adequate development of symbolic processes which depends on this maturation.

Several researchers, Benton (1962); Chakrabarti (1966); Koos (1964); and Teegarten (1932); have noted that there tends to be a greater incidence of mixed laterality among children with learning disabilities. Cohen (1969) had the same finding and also found that among very good readers they all displayed a definite preference for one hand or the other.

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[1] The score was an average of 1975 comprehension and vocabulary scores on The Canadian Test of Basic Skills, and was a grade level score.

However Sabatine and Becker (1971) and Barclay (1970) found no difference between right and left hand laterality preferences and any of the language, academic achievement or reading variables.

The results of researches suggest that mixed laterality may be related to lack of cerebral dominance and so reading disability but that being left or right handed as long as it is an established preference is not important.

Handedness was examined during the present study by asking subjects if they used their left, right or either hand to write, and comparing this with reading amount.

Home Environment

It has long been written and hypothesised that more readers come from homes where there is a good reading atmosphere. This reading atmosphere is said to constitute a home where there are a lot of reading materials, where the children were read to when they were young, where the parents read themselves and where there is a general encouragement for children to read. Jencks (1972) and Chase (1952) have both written that what happens in a child's environment before he goes to school plays an enormous role in the progress he will make in all educational situations including reading.

Practically all research findings have indicated a surprising agreement that a positive reading atmosphere in the home will contribute to reading interest. Crocker (1967); Indehar (1974) and Rodriguez (1969) all found that a favourable home reading environment made a significant contribution to the variance in attitude towards reading and the amount of voluntary reading of boys and girls. Indehar identified the factors which were important in the home environment as; how often the parents read to the child and the father's expectation of classroom performance. Of the factors that Goldstein (1970) studied, he found that only the father's and mother's ambitiousness were important factors. Studying 137 Seattle families and their Xth. grade boys, Clarke (1969) found that only mother's book reading (and not father's) correlated with the boys use of books. In 1966 Durkin (1966) studied children who read early and read a lot of books and found that they had parents who read to them and could help their children to learn to read. Maz (1963) also found in a study of high school students in Pittsburgh that children were influenced by their parent's reading habits and interests and that what they read corresponded closely with what their parents read. In a study of several home environment factors, Hansen (1969) visited the homes of several children and found that home literary environment (judged in terms of availability of materials; amount of reading done, guidance and encouragement and parents as models) was more significant in contributing to independent reading amount and interest than social class or intelligence. Later, he further investigated the factors involved (Hansen, 1973) and found that it was not necessary for the parents to be avid readers themselves but that involvement of the parent in the child's reading activities was more important. This included things like working with homework; encouragement and help with book selection; reading to the child; discussing reading; assisting in the use of the encyclopedia and dictionary and setting reading goals. In an excellent study, Mazurkiewicz (1960) found a positive correlation between father's and son's opinions about reading. On the other hand Jones (1970) studied mothers and their children. He found that mothers employed in the professions had more favourable attitudes to reading and their children read more than did the children of housewives. However the study involved only two groups of 30 pupils.

Two controlled studies reported the effects of reading to children on reading attitudes. Weaver (1970) found definite improvement with 60 children and weekly sessions of four 20 minute home entertainment sessions. Lossberg (1974) used parent readers to read to Grade VII boys three times a week. After six months the 'read-to' boys had shown significant improvement in reading tests.

Most studies have shown the number of books in the home to be positively related to amount of voluntary reading, Wicken (1956); Cutright and Brickner (1928); Napoli (1968) and Beggs (1928). Beggs reported that 75% of students in Grades VII to IX who read no books outside of school in a six month period came from homes in which there were fewer than 100 books.

Haverly (1965) found that more readers than nonreaders had rooms of their own or a quiet room to study or read in and Myers (1940) found the Grade VII pupils with study rooms have median reading time of 1,244 minutes compared to 1,077 minutes for those without private rooms.

In examining the reading atmosphere of the subject's homes the present study explored the reading activity of the subjects' parents, how often their parents use a library; how many books of their own the subjects had; whether or not the family subscribed to magazines and the presence or absence of an encyclopedia. Subtler shades of attitude which are not readily amenable to the questionnaire approach were explored by the case study interviews.

The family situation in terms of whether the subject had parents who were living together, separated or divorced, deceased or who were foster parents, was also examined and compared to reading amounts. Only one study could be located on this topic and it did not report on the amount of reading carried out. Harris (1961) found in a study of III and IV graders that disorganisation of the family through death, marital discord, separation or divorce was significantly related to reading problems and unfavourable attitudes to reading.

Ethnic Group and Bilingualism

Very little research has been carried out on the differences in amounts of reading between different ethnic groups and between bilingual and unilingual children.

Levine (1969) in reviewing the literature relating to the effect of bilingualism on the emotional and social development of children indicated that very little had been written about the effects of bilingualism on social, emotional or educational adjustment of bilinguals because many writers feel it has been almost impossible to date to separate the language factors from all others, especially socioeconomic, which might effect the bilingual individual. Some writers feel that the greatest cause of maladjustment in the bilingual person stems from guilt feelings in rejecting the family whose culture the "home" language represents. Following this line of thinking Levine maintains that students from other ethnic backgrounds are able to relate best to materials which reflect their cultural backgrounds because they are able to relate better to the environment portrayed in them.

Barchas (1971) studied differences in reading interests in four ethnic groups, Anglo, Negro, American Indian and

Mexican-Indian. He used an interest inventory based on original annotated titles and an individual interview of seven open ended questions. He found that in most general reading interests the four ethnic groups were more alike than different and there were no differences found in the amount of reading between the four groups and a control group. A wide range of individual differences were found within each ethnic group and sex group, with much overlapping of interest amongst all groups.

Vloutidis (1972) studied 160 children of Greek, Polish, Italian and American parentages in Grades III, IV, VII, VIII, for differences in IQ and reading abilities and activity. No significant mean differences were obtained, on reading scores for monolingual and bilingual subjects except in Grade IV. No significant differences were obtained for amounts of reading between the groups.

Myers (1940) on the other hand, found children of foreign born parents, French excepted, read more than children of American born. Snider (1961) found that for Grade XII bilingual Nez Percé Indians, reading achievement and amount of reading was not significantly different to unilingual children in the same grade.

Modiani (1966) studied Mexican children and concluded that the language medium in which reading was first taught was the relevant factor. He found that children first taught to read in their mother tongue were more successful in learning to read a second language, and read more than those not so taught.

Kline and Lee (1972) in a well-executed and exhaustive study found surprisingly little incidence of reading disability in Chinese-American children in British Columbia. This was in spite of the fact that almost all the children were speaking at home and learning to read in school both Cantonese Chinese and English.

Martin (1969) in his study of the Chicago Public Library found that race did not determine library use directly but that education level was the determining factor.

The present study does not attempt to compare the racial origins of readers and nonreaders but will examine bilingualism in the home as a factor in development of the reading habit.

Socioeconomic Level and Reading Amount

There does not seem to be agreement over the relationship between socioeconomic level and the amount of voluntary reading. However, most studies do show a positive correlation between the two variables, namely those by Wickens (1956); Leng (1968); Link and Hopf (1946); Coggins (1972); Long and Henderson (1970); Buckley (1968); Wilson (1971); Whiteman (1950); Sharon (1973/74) and Lazar (1937). Conversely, Myers (1940) found no correlation or little difference in amount of time spent reading by children of different socioeconomic classes. DeBoer (1957) studied 170 Grade IX subjects in two high schools in Georgia categorised into upper and lower economic levels and was unable to find any relationship between socioeconomic factors and reading behaviour.

In an extensive and recent study, True (1974) found that significant differences in interest existed between economic levels by the book titles, story themes and magazine titles chosen. Lower economic level students selected themes which appeared to be more relevant to their life problems and which were "present" oriented. Upper level students appeared to be more flexible in their choices than lower socioeconomic levels.

Anderson (1963) found an interesting distinction between type of occupation and socioeconomic level of occupation. Classifying father's occupation by the type of occupation, that is, whether it is manual, sales related or a 'helping' profession did not show differences in reading amount for Grade X boys. However, classifying the occupations by social class did show a difference in reading amount.

The present study compared readers and nonreaders by the type of their father's occupation as well as the socioeconomic level of the occupations. According to Hollingshead and Redlich (1949) there is a correlation of .88 between social class and occupation, only a little less than between residence, occupation education and social class, .942. Some problem was anticipated in using the subjects' responses as reliable statements of their father's jobs. However, there were in fact hardly any instances of children not knowing their father's jobs and they were almost all able to give position and place of work as they were asked to do by the research assistants who administered the questionnaires. The accuracy of this information was confirmed by the data for 22 case studies where it was found that all had accurately named their father's occupation and place of work.

Occupational Aspiration and Reading Amount

It would be expected that children who have high occupational aspirations will be more likely to become readers because reading is linked with education and seen as a means of both upward occupational and social mobility. Only one study attempted to examine this hypothesis. Bruel (1969) studied the occupational aspiration and reading behaviour of 50 negro males aged 13-16. He found that those with high Reading Vocabulary scores believed in the importance of reading on upward occupational mobility and read more.

The present study asked subjects what job they would like to have and classified the answers by type of occupation and socioeconomic level of occupation and compared this for reader and nonreader groups. It also explored the relationship between occupational aspiration and father's and mother's occupation.

The Effect of Teachers and Schools on Amount of Voluntary Reading

There are two different influences functioning in schools affecting students' attitudes to books. Firstly the conscious or unconscious actions and feelings of the teacher and his interest in books and secondly the more readily measured teaching methods used in the classroom.

Several controlled experiments have been carried out in which one group received special teaching methods and the results for this group were later compared with a control group which received no special training. Schwen and others (1970) found that child conferences with the teacher and with a teacher-aid both resulted in greater gains in the number of books read when compared to groups which had no such conferences. In a similar experiment in which Grade V students received 20-30 minutes of oral reading from the teacher, Sirota (1971) found that children made significant gains in quantity and quality of their voluntary reading. Norvell (1946) reported an experiment with 24 matched pairs in which a control group used a traditional approach to teach literature and another group an individualized program. The latter group read several times the amount of the control group and scored higher on an English examination. In an experiment with a Vth. grade class, Healy (1965) had the class divided into two groups. One group received small group flexible and individualized instruction, while the other was given a more traditional approach. The first group achieved more favourable attitudes to reading and read consistently more. This tendency persisted into high school.

In New York City a controlled experiment was conducted by Hunnicutt (1943) in which one group attended a regular program of teaching and another an activity program. The latter group read more books for "fun" and read a wider variety of books. A statistically significant larger number of books were borrowed from the library by the "activity" group.

Three studies talked more about the subtle influence of teacher attitude and found that if the teacher interest was high it would produce similar interest on the part of students. Center and Persons (1937) after studying leisure reading of high school students concluded that reading can be inspired and directed by tastes and reading habits of English teachers themselves. Later Stangle (1973) investigating IIIrd. and IVth. grade students found there was a relationship between teacher practices in reading and student behaviour in reading as demonstrated by their use of the library. Shane (1957) found teacher enthusiasm influenced interest and book selection of boys and girls.

Three inspiring experiments are described in the literature, by Fader (1966); Fitouri (1972) and Nemchin (1976). Fader working in an institution for delinquent boys saturated the boys' rooms with paperback books, magazines and daily newspapers, 10,000 paperbacks were used in three years as well as 25,000 magazines. The experiment demonstrated that it is never too late to change attitudes as boys who had never read in their lives before, started to read everywhere, on hall duty, in classrooms and in study halls. It was an experiment that worked as McNeil (1966) demonstrated by testing the boys before the reading material was made available and six months afterwards. Significant gains were made by the boys on several tests of reading, verbal and vocabulary ability. Similarly, Nemchin a teacher at the Don Head Secondary School in Ontario used comic books in the classrooms to develop the reading interest and ability of his students. In his Tunisian experiment Fitouri found significant gains were made in the number and range of books read. Devices used were student-led book discussions, visual aids, tape recordings and voluntary group meetings.

In the present research in order to explore the effect of teachers' attitudes and teaching methods on reading amount, the two schools with the most readers and the two with the fewest readers were selected for study. The teachers were interviewed and observed teaching in their respective classrooms. A subjective assessment of the reading climate of each of the schools was then compiled and compared to the amounts of reading in the respective schools.

Television and Amount of Voluntary Reading

Mass media are those instruments of communication that can convey identical message to large numbers of people who are often physically separated.

There is no doubt that the use of these other media, but particularly television, have had a tremendous influence on voluntary book reading.

The television tube has probably had the greatest technological influence on the daily lives of millions of North Americans. From its beginnings as a mass media in the 1940's the number of television homes in the United States has grown from one million in 1949 to 47 of 53 million homes in 1961. The average daily use in the United States exceeds six hours per day per set. The fact that 90% of these homes average over one third of each waking day with the television set on, is the core of the issue. Most of the things that are true of television are true either because of or in spite of this statistic, and it is the base of much of today's concern with the medium.

Steiner (1965); Nolte (1970) and Lesser (1974) point out that the American preschool child is the heaviest viewer and he watches more television before he starts school than he will spend in classes throughout his school years. The next highest consumer of television is the child aged between 6 and 13 years who spends an average of 50 hours per week in front of the set. Knill (1963) stated that in Saskatoon one out of every ten students spends as much time in front of television as he does in the classroom. Nearly all the students spent at least half as much time watching television as they do listening to their teachers.

In all industrialised countries except South Africa television has been effecting children from an early age and there is no doubt that few experiences pervade and invade children's lives as deeply as television.

There are two diverse opinions about the effect of television on voluntary reading. One emphasising the mere magnitude of television viewing compared with book reading and the other which speaks about the way television can stimulate book reading. Emphasising television viewing as time taken away from reading Desjardins (1972) in a study of 204 high school students found that boys and girls both spent far more time watching television than reading. After examining 30 investigations Witty (1972) concluded that children spent on the average five hours a day with the mass media (television, radio, newspapers and comics) compared to 22 minutes for voluntary book reading. Similar findings were cited by Bailyn (1959) and Campbell (1969).

Witty (1967) carried out a comprehensive survey of television viewing and book reading over eleven years and concluded that people after an immediate decline following acquiring their set ended up reading more than before television. Some investigators have found reading stimulated by television watching. Hamilton (1973) in a study of Grade VII students televised 300 excerpts from 18 different books found that this was effective in stimulating interest in reading among subjects. Flierl (1960) had a similar finding with junior high school pupils. Lane and Furnass-Lane (1960) found that 20% of books read by 1,600 English school children were stimulated by films and television.

Several investigators have indicated a difference in the comparative reading and televiewing habits of different socioeconomic and education levels. All report that lower socioeconomic and education levels tend to watch more television than those who are better educated or are in a higher socioeconomic level.

Dominick and Greenberg (1970) found in a survey of 306 Xth. and XIth. grade students that middle class adolescents were almost evenly divided in their preference between reading a book and televiewing, while 87% of lower class whites preferred television. A similar finding is given by Feeley (1974) in his study of 250 boys and 282 girls in IVth. and Vth. grades, in which children of lower socioeconomic class were shown to watch television more than those in middle or higher socioeconomic classes. Researchers have also found that televiewing is effected by age, Steiner (1965) and Kelley and Tolley (1972) both found that it definitely declines in high school. Witty and Kinsella (1962); Taylor (1973) and Himmelweit (1958) all found the peak of viewing in Grade VI and a subsequent decline during high school.

Since television is an unavoidable fact of life for most children, researchers have examined its potential for education. Sesame Street was produced primarily to provide all children who watched it with equal opportunity to learn letters, numbers and to develop favourable attitudes towards school. How successful it had been in its educational aspects was researched by Ball and Bogatz (1970, 1971) and Reeves (1970, 1971). Ball and Bogatz tested 200 children before Sesame Street began and after for gains in verbal readiness for school, general intelligence, quantitative readiness. Those who watched the show the most had the most gains and those who did not watch it had very few. Reeves (1970, 1971) in a similar experiment using an ETS test battery (letters, numbers, body parts, forms, classification, sorting, puzzles, relational terms) tested 100 viewers and 100 nonviewers in day-care centres. The viewers showed more gains on all eight tests especially with letters, forms and sorting.

There is no doubt that television has a tendency at least on commercial stations to mediocracy or as Rollo May (1972) puts it;

> the tendency to communicate on the level of the half million people who are listening. What you say must have some place in their world, must at least be partly known to them. Inevitably then originality, the breaking of frontiers, the radical newness of ideas and images are at best dubious and at worst

> totally unacceptable. Mass communication--wonder as it may be technologically and something to be appreciated and valued--presents us with a serious danger, the danger of conformism, due to the fact we all view the same things at the same time in all the cities of the country. This very fact throws considerable weight on the side of regularity and uniformity and against originality and freer creativity. (p. 72-73)

However, with its incredible repertoir of techniques, zooming in, fade outs, freezes, swelling music and the like television can gain and hold the attention of an audience. Its capacity to provide up-to-the-minute global adult news gives it a unique place in communications.

McLuhan (1962) has gone beyond these explanations of the capacity of television and claims that television has changed our entire society. He claims that print media produced in man a linear thinking, one word at a time, one sentence after another, one page after another, one thing at a time in a logical connected line. However, television, he claims, has forced people to become aural again as they were in pre-literate society. It has radically altered the entire way people use their five senses. McLuhan says, although it is not scientifically proved, that people adapt to the environment, with a certain balance of their five senses, sight, hearing, touch, smell and taste and if one is stepped up the others change in proportion, or are stepped down. The content of television has not changed people he claims, but rather this altering of sensory perception. The medium is the message! For teenagers brought up on television

McLuhan says that reading is a secondary experience. Television has changed entire lives and an entire society. Teenagers have been forced back into tribal unity and have become non-individualised and aural again; more emotional and easily swayed. He has refused to comment on the relative merits of television and reading and merely points out the differences between the two media. He does explain, though, that the television child is constantly at odds with a curriculum based on visual and print oriented materials.

Whether we accept McLuhan's theory or not we have to agree that using television in combination with reading has tremendous potential. Of primary importance is the need for the development of a media literacy in which media skills are taught at the same time as the skills of critical reading.

In the present study the amount of time spent watching television was found for readers and nonreaders and they were asked if they read more, less or the same because of watching television. The case study interviews further explored the television viewing habits of this select sample and its relationship to reading.

Other Mass Media and Reading

Not nearly as much speculation or research has been concerned with the relationship between radio, movies and reading. This is mainly because in terms of the number of hours people are involved with them neither media has the impact of television.

A few investigators have studied the effects of radio and movies on book reading.

In an extensive study Seegers (1936) investigated the undirected, uncontrolled reading of books outside of school by 924 pupils of a city school (aged 11-16). He found that moving pictures had a very strong effect on book selection. In a more recent study Carsley (1957) studied 2,040 children between 10-11 in which they were asked about reading interests. Frequently films, television and radio were reported as stimulating children to read a book. Films gave the greatest stimulus to boy's reading and television to girl's reading. Jordan (1946) and Walter (1927) found that children's reading increased as a result of watching movies.

Some studies have shown that radio is a primary source of news information for many people. In a study of senior high school pupils Burton (1946) found 42% of students got their news from the radio. Desjardins (1972) found that high school students secured their news most frequently from television, then from radio, and last from newspapers. Witty (1961) found children listened to the radio for 1.1 hours and watched television for 3.0 hours daily.

In a somewhat different study Levinson (1963) studied junior high school student responses to short stories after they were exposed to film versions of the story. Using a control group and 385 subjects from Grades VII to IX he found film viewing before or after reading improved responses and understanding of younger and older readers. Steiner (1944) found little relationship between the radio, motion picture and reading interests of 372 adolescents. He found that knowledge of the pupil's activity in one medium cannot predict the time he will devote to another medium. Steiner also found that keen readers attended movies as much as nonreaders. Reid (1940) studied the effect of five weekly dramatisations of a book broadcast on radio to Chicago Public Schools. He found that students of Grades VII and VIII who listened to the broadcasts read more books than those who did not. There were statistically significant differences in the average number of books read by students in radio classes and those in control classes. Individual classes varied widely. Those who heard the broadcasts read some of the books mentioned and others did not, and very few read any books which were relatively unfamiliar to them.

The National Opinion Research Center sponsored a survey on the radio listening behaviour of a National Sample of 3,529 in the U.S. Analysed by Lazarsfeld and Kendall (1948) they found that book readers, radio, and movie watchers overlapped considerably. A further finding was that book readers were more likely to be movie fans, but that there was no relation between book reading and radio listening. There were exactly as many radio fans, average consumers, and abstainers among the book readers as there were among the nonreaders. Book readers were more often frequent moviegoers and, conversely, nonreaders were more often non-movie goers. The researchers suggested mutual stimulation of book-reading and movie-going behaviour as the reason for these results.

In the present study subjects were asked the amount of time they spent watching movies and listening to records and the radio. This was related to amount of voluntary reading carried out.

The Peer Group and Amount of Reading

How important is the peer group in influencing attitudes to reading and the choice of particular books? Gallo (1968) in a study of force reading reports of Grade XI students, asked the subjects to say how they chose the book they had just read. It was found that discussion of the book with peers was one of the most important reasons for choosing a book to read. A few years earlier Gray (1960) reported exactly the same finding in a similar study. Earlier still in a survey of current reading in Grades X - XII in Britain, Smith (1950) found that discussion of books with peers was the most important factor in encouraging young people to read.

Many authors have written about the importance of peer pressure on attitudes toward reading Roe (1965) Coleman (1965). The importance of peer group pressure is basic to adolescent psychology. If the peer group considers reading effeminate or dull these attitudes will be a tremendous pressure encouraging the individual not to include reading as one of his pastimes. Thus Coleman (1965) in a study of 10 schools in the American Midwest found that to become a member of the schools leading crowds or elite demands prominence in numerous diverse dimensions, however neither academic excellence nor interest and success in reading are among the prerequisites. Athletic prowess, knowing how to dance, owning a car, being a good date, not being a prude (girls), a sissy (boys), liking parties and to have fun were often listed but reading was never mentioned and good marks and academic success very seldom. In asking who would the students like to emulate he found that 40% would like to be the most popular; 35% the best athlete, but only 25% the most brilliant student. Hollingshead (1949) in his study of Elmtown's 13-18 year olds found that the youngster known as a reader is looked down upon by the nonreaders; pitied and left out of group activities. Connell (1947) reported a similar finding for 2,500 adolescents who were surveyed in Sydney, Australia.

The present study examined whether or not the subjects borrowed books from their friends, i.e. "Where do you get your books from" and with the case studies attempted to ascertain whether or not readers tended to associate with other readers and nonreaders with nonreaders. In other words how much pressure was exerted by the peer group on reading attitudes.

The Type and Format of Books Associated With Reading Amount

What type of reading material do adolescents prefer.

In a survey carried out by the Allensbach Institut für Demoskopie (1968) it was found that in the Federal Republic of Germany young people prefer paperbacks because they do not share the preference of older generations for books in traditional binding. However, in spite of the preference of young people in the central European countries of Germany, Switzerland and Austria, paperbacks are still far from playing the same part as they do in the United States and United Kingdom.

Ashley (1972) found that in his study of Grades IV-VII that 53.8% prefer hard cover and 38% prefer paperbacks. He found that medium and thick books are more strongly favoured where reading involvement is heaviest. Thick books are less preferred by those who do not like to read. He found 30% of the sample unconcerned about the inclusion of book illustrations and the size of print. Sirota (1971) found that children associate paperbacks with enjoyment and consider them shorter and easier to understand when contrasted with hard cover books.

The present study explored the type and format of reading material preferred by adolescent readers and nonreaders.

Voluntary Reading and Other Activities

A question of some speculation is whether or not readers tend to be more or less active in outside activities than nonreaders.

Sheldon and Cutts (1953) found that interest in music, science, sports and social activities favoured better readers as did leadership status. Ten per cent of the keen readers liked language arts while only 3% of the below average readers in these researchers' sample reported such a preference. Scott (1947) found that in high schools reading took third place behind sports and hobbies as a preferred activity. In a more recent study, Miller (1967), reported that reading shared top place with sports as the favourite hobby of 3,212 intermediate grade pupils in Texas. French investigators are reported by Steinberg (1972) to have found a positive relationship between reading and sport. Blucher (1966) quoted exactly the same finding as the French investigators.

Haverley's (1965) investigation indicated that keen readers belonged to more organisations and tended to be more involved than those identified as reluctant readers. Her further finding was that for reluctant readers reading ranked behind social activities and television viewing as preferred activities.

Link and Hopf (1946) in their investigation of the reading and bookbuying habits of adults found people with hobbies tend to read significantly more than those with no hobbies. A study of voluntary reading by the Cleveland Public Library (1966) revealed that the number of interests increased with the amount of reading, although no significant relationship was shown between expressed interests and the type of reading done.

The present investigation examines the clubs, lessons, hobbies and other activities of readers and nonreaders.

School Subjects Preferred by Readers and Nonreaders

Little has been studied regarding the question of whether nonreaders and readers tend to prefer different school subjects and if so what is the pattern of their preferences.

Koch (1974) did not distinguish between reading amount but found that all children, good or bad readers, liked Reading better than Science or Social Studies, but liked Reading less than Arithmetic and Physical Education. Haverley (1965) found that her avid and reluctant readers chose similar favourite school subjects in Junior High Schools in Minnesota.

The present study re-investigated the school subject preference of readers and nonreaders.

Readers and Nonreaders and How They Choose Books

Comparatively few investigations have studied how people choose books. In a three year study of 820 Grade IX, X and XI students Algra and Fillbrant (1971) found the reasons for choosing a book were title and book descriptions (45%); stimulation by movies (23%) and the influence of television (9%).

The researchers concluded that a free choice system committed students to books in a positive way.

Rankin (1944) studied students between 12-14 years and found that they did not judge Newberry award winning books in the same way as the adults who had made the awards. She concluded that children have different standards and ways of judging books than adults and should not have adult standards imposed on them.

Lamme (1974) carried out a carefully documented three year study of the reading habits of 94 Grade IV children. Following an examination of the reading records over the three year period it was found that most books were self selected; however the recommendations of friends and teachers were accepted more often than suggestions of parents or siblings.

Koch's (1974) investigation indicated that children were far more likely to read and enjoy stories they chose for themselves than stories they had to read in school.

Minkler (1943) stated for his sample that the most important reason for choosing a book was availability and if they could read it or not, after that choice depended on format, illustrations and other physical characteristics. They frequently chose books because of previous acquaintance with an author's work, or recommendations by friends.

The present study asked subjects to say what they look for in choosing a book and also if they get their books from a friend. In case study interviews how a person chose a book and what they tended to look for was examined.

Separate Schools, Public Schools and Voluntary Reading

Very little has been written or discovered about reading amount and religious affiliation. Steinberg (1972) and Hajda (1963) both report that Protestants read more than Catholics. Hajda in his study in the U.S. reported that there were more Protestants reading than Catholics, however he did not attempt to control in his correlations for the complicated ethnic and economic structures in their manifold interlocking with religious affiliations.

Steinberg (1972) explained that the differences he reported were noticed in every country in Europe even though the Roman Catholic Church, particularly in the Netherlands, but also in some parts of the Federal Republic of Germany, made considerable effort to promote good literature, chiefly through large sums of money that were spent on Catholic libraries. However, the differences he pointed out can largely be explained because Catholics are over-represented in rural areas; and everywhere in the world rural people read less than town people, whether they are Catholics, Protestants or Muslims; whether they are young or old; male or female. This brute fact seems impervious even to the efforts of religious groups.

The present study examined amount of reading and religious affiliation in a rather approximate manner by assuming that any difference between the subjects of Separate Schools and Public Schools reflected differences exclusive to Catholics and Protestants.

How Much Readers and Nonreaders Use Libraries

Most library surveys have revealed that about 25-30% of the population use the public library. Little is really known about the comparative use of public and school libraries by students. A few researchers have looked at this question.

Desjardins (1972) found in her survey of 204 high school students that the school library was the source of most library material. Freebairn and Palmer (1972) in their survey of 250 people in Central City found that the public prefers to purchase its reading material and only 27% liked to get it from a library. Squire and Applebee (1968) found that in a sample of 16,089 students in the United States those who were enrolled in outstanding English programs almost all expressed a decided preference for the public library as a source of books for personal reading.

These researchers interpreted this finding as due to the inadequacy of school libraries.

Waples and Camevsky (1939) and Mater (1943) found the school library to be the source of the largest proportion of non text book publications read by the students, with the public library and home, ranking about equally for second place.

The present study will examine the use of libraries by parents, siblings and friends of the subjects and the subject's own feelings about the school library and public library, if they use them.

The Availability of Books and Reading Amount

Researchers have shown overwhelmingly that the availability of books effects reading. Fink and Bogart (1965) placed paperbacks in 50 schools, 10 elementary and 40 secondary, for a year. They claimed that 62% of all students showed an increase in personal reading. Fader and Nemchin demonstrated in their previously mentioned studies the increase in reading that can be gained by increased availability of reading materials. In an extensive study of freshmen and seniors in nine selected colleges across the country Abraham (1950) concluded students read what was available to them. Both Seegers (1936) and Ennis (1969) reported that availability of books was one of the most important factors in the development of reading. Minkler (1943) also found that for his sample of children in the intermediate grades of Canadian Elementary Schools that children's reading was determined by the books which are available and accessible to them more than by anything else. More recently, a UNESCO Survey (1972) reported that people read the books that are readily available to them, and when the books they want were not available they sometimes did not read at all. Waples and Camevsky (1932) found that people did not always read what they wanted to read and that they read in accordance to their stated interests only when the material was readily accessible and easy to read. These investigators rated accessibility as the most important factor influencing reading, then readability and then interest.

Bissett (1968) found that children in classrooms with attractive collections read 50% more books than children in the same school without such collections. Those without collections read an average of 8 books in 15 weeks while those with the attractive collections read an average of 11 in a like period.

The present study obtained data pertaining to the presence of books in the homes, the subjects' use of libraries as well as the private purchase of books. The 22 case studies provided additional information regarding the subjects' use of school and public libraries.

Previous Studies Pertinent to this Research

Two well known and extensive studies, although not related directly to reading, examined the relative contribution of various factors to the development of high educational achievement. After an extensive survey and review of all recent research studies Jencks (1972) concluded that genotype was the major contributor to success in school, 33-50%. Other factors are environment 25-40%; economic status 6%; years of schooling 5-15%. With respect to the factor of environment Jencks found that family background contributed more to this factor than school background. Coleman (1965) in his study of the adolescent in America concluded that differences between schools account for only a small fraction of the differences in pupil achievement and transferred the responsibility for poor academic achievement from school to family.

There have been no comparable studies carried out to examine the relative contribution of various factors to the development of interest in voluntary reading. The studies which come closest to this approach have been those by Leng (1968); Sauls (1974) and Myers (1940). Although all of these studies are far more extensive than any others which have been recorded in the literature, they all fall far short of considering a total range of factors and suffer particularly from a lack of consideration of any psychological factors.

Leng's study was in the nature of a library survey and as such the results have to be considered with caution. It is impossible to equate users and nonusers of the library with readers and nonreaders because probably only about 40-60% of the nonusers are actually nonreaders, the other 40-60% probably obtain their books from other sources. In the study under discussion Leng kept careful records of every book borrowed from Cardiff Public Library by children between 6-13 years. The intelligence, academic background, social and family circumstances of users and nonusers was studied. She found that users were more likely to be girls, more intelligent, to be doing well in school, middle class rather than working class and to have a home environment that encouraged reading. Leng in her conclusions speculated beyond her statistical results to emphasise that each reading choice a child makes is the outcome of a unique combination of factors.

Working with 868 VIth. grade pupils, Sauls (1970) studied reading and its relationship to home encouragement, reading comprehension and teacher attitude. The factor of home encouragement was a dichotomous yes/no rating assigned by teachers based on parent teacher interviews. Results showed a significant relationship between the number of books read and attitudes toward reading, reading comprehension scores and home encouragement but no relationship with teacher's years of experience in the classroom.

Another study which examined various factors was that of Myers (1940). He studied Grade VII reading and the relationship between time spent reading and various personal and environmental factors. The factors found to have some relationship with time spent reading were condition of the eyes, having a private study room, and ethnic background.

Non-survey Methods used for Research on Reading Behaviour

While some form of nomethetic survey approach has been most usually employed by the researchers in this area there has been a growing awareness of the value and importance of idiographic methods such as the case study approach.

The research of Roe (1965); Woellner (1949); Strang (1942) and Waples (1940) has been concerned with voluntary reading behaviour using the case studies method to investigate readers and their reading behaviour. None of these studies, however, utilized any psychological tests or was concerned with nonreaders.

The most extensive of these studies was that of Woellner (1949) who interviewed and carried out home visits on 26 VIIIth. graders. Her conclusion stressed again the complex interrelationship between the many factors involved in the development of interest in voluntary reading.

A similar finding was reported by Roe (1963) in his study of 2,000 Grade VII children in schools of South Australia. In reaching this conclusion Roe had used the questionnaire and case study method with 230 subjects.

Waples (1940) a psychologist was probably the first researcher to use the case study method and empirical means to study reading behaviour and to talk about the effect of reading on people's attitudes and behaviour. He documented the effect of reading on various individuals because he felt that the most intimate responses to reading could only be disclosed through the case study method.

Several psychologists have spoken about the importance of the case study for such research. Buhler and Allen (1972) explain that the case study gives an opportunity for extensive study of the individual which can afford information not given by research using faceless subjects and numbers. Chassan (1960) says that the case study is the only method that has the ability to specify the background and other characteristics of the individual in relation to the results of the study. He feels that statistical analysis with its use of statistical significance is at the best only averaging in the midst of generally unavoidable and hidden statistical biases. McNemar (1940) puts it another way:

> Statisticians who fail to see that important generalizations from research on a single case can ever be acceptable is on a par with the experimentalist who fails to appreciate the fact that some problems can never be resolved without resort to number. (p. 331)

McNemar further asserts that complete knowledge on one individual is better than incomplete information on a large number.

Dikes (1965) describes the two orientations towards uniqueness and generality as a matter of degree rather than mutual exclusion. Shantz (1965) says the case study is used to study the complex psychological organization of an individual human being. It can present the individual in his full complexity which cannot be obtained in any other way.

Several writers have written about the need to view each child's reading behaviour as unique and individual, Carline (1972); Roe (1965); and Leng (1968). Strang (1942) talked about the need for statistical analysis of masses of data and insightful analysis of intensive case studies. She maintained that through the case study method and only in that way, can the interrelationships between several factors be adequately studied. Woellner (1949) also felt that case studies were the best method to understand the uniqueness of children's voluntary reading, and to gain insight into the complex dynamic relationship of various factors which effect it. She felt that the case study alone was able to demonstrate the individuality of voluntary reading patterns and to contribute to an understanding of the far from perfect relationships expressed in quantitative measures.

Roe (1963) has emphasized the need to be objective, patient, practical and analytic with surveys and systematic observation as well as the need to be intuitional and to analyze subjective factors by individual case studies. Roe explicitly suggests that the best approach would be to use both approaches simultaneously or side by side.

Studies of Nonreaders

Many studies have been concerned with readers and their reading behaviour but only one has attempted to understand the nonreader.

Haverley (1965) studied reluctant and avid readers in Grades VII, VIII and IX at Bloomington schools and found some factors more likely to be present in the environment of readers and some more likely to be found for nonreaders. Avid readers, for example, were found to have more parents with advanced education, to belong to more organizations and to have homes which contained more books, magazines and newspapers.

Another researcher Ennis (1969) talked about the nonreaders whom he interviewed before selecting his 18 keen reader subjects. He found during his survey that asking the number of books read and the amount of time spent reading was the most accurate way of assessing the quantitative aspects of reading. He checked the figures quoted by various subjects for accuracy as to the number of books they had actually read and found that they showed that people had a consistent tendency to understate rather than to overstate and by as much as 20-42%. This finding was considered in deciding on a method for obtaining an estimate of reading or nonreading behaviour.

Methodology of Present Study

It was concluded by the present investigator that although there was sufficient information concerning certain variables associated with reading or nonreading, e.g. sex and age, an examination of the relative contribution of a full range of factors, especially psychological factors, was urgently needed. Past research also appears to have practically ignored the nonreader who we know constitutes about 70% of the total population and although has in some instances utilized the case study method nonreaders have never been included in the research.

This study therefore examined the factors which were found to have some association with the time spent in reading, both for a reader and a nonreader sample. The complex interrelationship of these factors was studied extensively through the statistical analysis of questionnaire material and simultaneously, but somewhat less extensively, through the case study method.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter presents a description of sampling procedures and subjects who participated in the study, the methodology used in conducting the study and information concerning the instruments used for collecting data. The chapter is concluded with a description of the methods of statistical analysis employed. The entire study was carried out between the period from January to September, 1976.

Subjects

The population selected for the study consisted of the entire population of Grade Seven students in the regular classes of schools in a mid-western Canadian city. The subjects ranged in age from 11 to 15 years and numbered 3003.

Subjects Who Answered Questionnaire I

Of this total population of 3003 all those present on the day testing was carried out in their school were given Questionnaire 1 (see Appendix B, section 1). In all, 2731 students responded to the questionnaire. No attempt was made to administer the questionnaire to the 272 students absent on the day of testing.

From the results of this questionnaire two groups were selected for the second stage of the study. The criterion for selection of the groups was the amount of voluntary book reading that they engaged in. It was decided that a sample of approximately 250 of the keenest readers and approximately 250 of those who read practically nothing, selected from the total population, would yield the most reliable and valid information for investigation of the topic under consideration.

One group consisted of those who, on Questionnaire I, stated they read two books a week or more; had read 48 books or more in the last six months and could name, with a fair degree of accuracy, the authors, titles and content of five books they had read during the past year. This group is hereafter called the "readers." The other group was made up of those who stated they read two books a year or less and had read two books or less during the last year. This group is hereafter called the "nonreaders." These groups formed opposite ends of a continuum of voluntary reading amount as shown in Figure 1.

Because of a stipulation laid down by both the Board of Education and the Separate School Board, parents or guardians of all the subjects selected as readers and nonreaders were contacted by letter and permission was requested to include their child in further investigation. The letter also explained what would be involved if

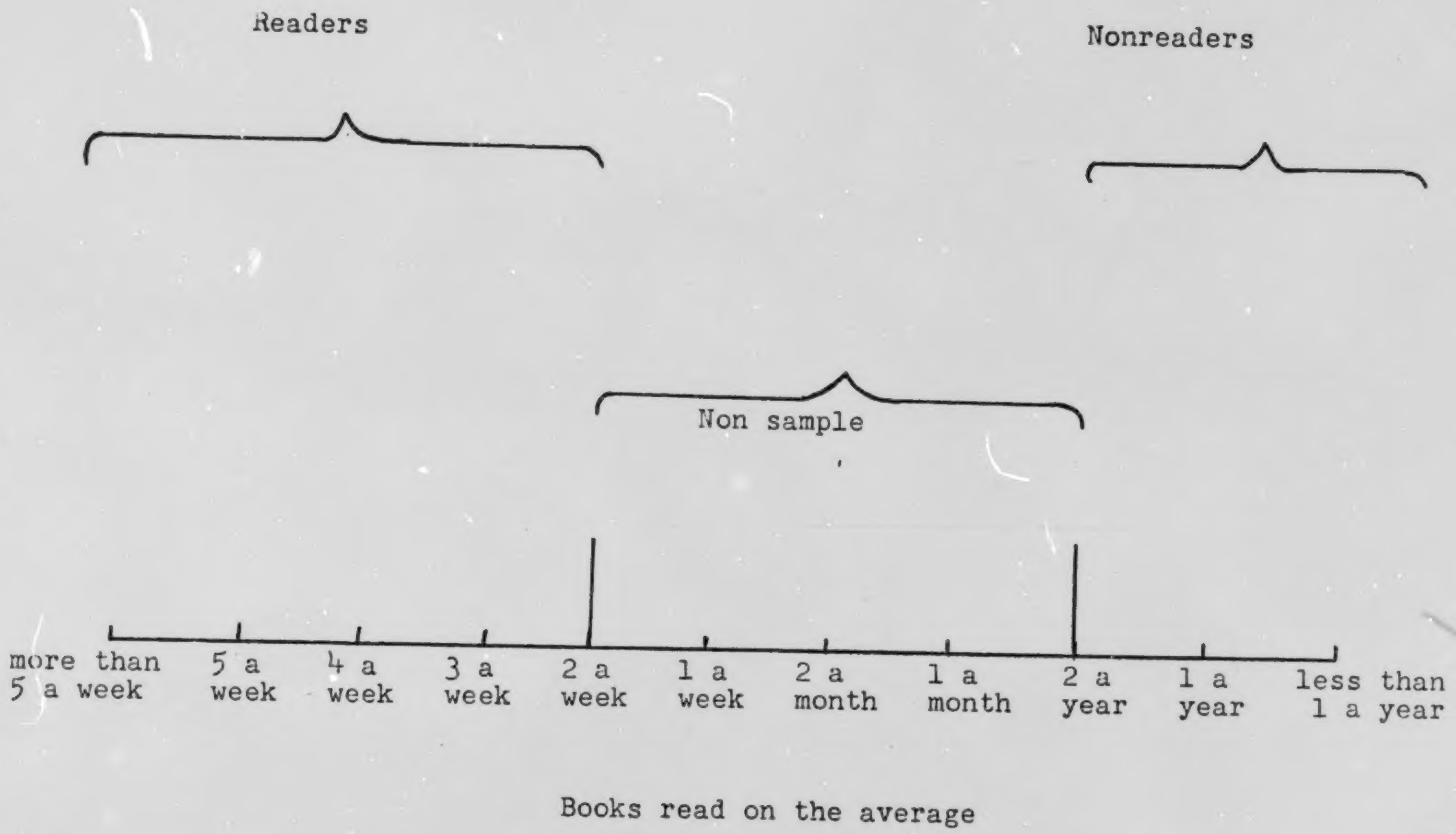
Readers
Nonreaders
Non sample
more than 5 a week
5 a week
4 a week
3 a week
2 a week
1 a week
2 a month
1 a month
2 a year
1 a year
less than 1 a year
Books read on the average

Figure 1: Average Number of Books Read by Readers and Nonreaders

permission was granted (see Appendix A, section 3).

Of the 766 subjects (320 readers and 446 nonreaders) whose parents were contacted a total of 476 granted permission by letter and a further 97 agreed after being contacted by telephone. This meant that 103 either would not grant permission for further participation, could not be contacted by telephone or had moved away since Questionnaire I had been administered.

Subjects Who Answered Questionnaires II, III and IV

These 573 subjects (291 readers and 282 nonreaders) were given Questionnaires II, III and IV (see Appendix B, section 2) in their schools at a time agreed to by their respective principals and teachers.

Two items were included in Questionnaire II as reliability checks: questions 11 and 24 of Part III. Questionnaire I (item 1) and Questionnaire II (item 11) were both "Say how much you read (not including school readers or comic books)." Any subjects who did not give the same answer to this item on both questionnaires were dropped from the sample. Also dropped were those cases whose answer to the question "How many hours do you spend reading in a week?" (Questionnaire II, Part III question 24) was not concomitant with their answer to Questionnaire II, Part III question 11. A total of 86 subjects (52 nonreaders and 34 readers) were dropped leaving 257 readers and 230 nonreaders whose questionnaire results were subjected to statistical analysis.

Case Study Subjects

After examining the results from Questionnaire II, 22 subjects were selected for detailed case studies. This stage of the study involved interviews with the selected cases, their parents, social workers or foster parents and their grade teachers or school principal. Of the 22 selected for case study 12 were readers and 10 nonreaders. It was the original intention to carry out 40 or 50 case studies but after approximately the first 10 cases it was found that the patterns of reading behaviour being revealed were so unique and diverse that more cases would not have shown up any significant trends for further examination. Subsequently, the basis for inclusion in the sample of 22 was that the subject, by his replies to Questionnaire II, was an "unexpected" member of the reader or nonreader group. In other words the subject did not exhibit the characteristics usually seen as typical of those who read or do not read. For example, a reader who is in a low socioeconomic group, whose parents do not encourage or enjoy reading and who is of slightly below average intelligence, or a nonreader who is in the superior group with regard to intelligence and educational achievement and whose parents and home background have given him every encouragement to read.

Interview schedules were then drawn up for the parents, the subject and the teacher. The 22 subjects were also given the Myers Briggs Type Indicator, Questionnaire VIII and a reading attitude scale, Questionnaire IX (see Appendix B, section 3). Only the results of the Myers Briggs Type Indicator were included with the other results for statistical analysis. Interviewer guides were used in conducting the interviews. The guides were used by the investigator to keep tr[illegible] of major issues. In most cases the interviews took their own direction emphasizing some areas more than others, however all the respondents covered all the factors the investigation was interested in exploring (see Appendix B, section 4).

In summary, the flow chart for subjects included in the study was as follows:

Stage 1. An initial total city population of 3003 grade VII students who were given Questionnaire I.

Stage 2. A selected sample of 573 readers and nonreaders were given Questionnaires II, III and IV.

Stage 3. A final sample of 487 who answered satisfactorily Questionnaires II, III and IV.

Stage 4. A sub-group of 22 subjects involved in in-depth case studies.

Table 1 provides a description of the selected reader and nonreader sample.

Measurement Devices

Several instruments were used to collect data in the study: three standardized psychological tests, three

TABLE 1

Description of Selected Reader and Nonreader Sample

Variable	Readers Number	Readers %	Nonreaders Number	Nonreaders %
Sex				
Males	73	28.40%	176	76.52%
Females	184	71.60%	54	23.48%
Intelligence				
125 and over	37	19.58%	9	5.33%
110-124	112	59.26%	45	26.63%
90-109	39	20.63%	99	58.58%
75-90	1	.53%	16	9.47%
Social Class by Occupation of Father				
Professional	31	12.65%	6	2.84%
Semi professional	65	26.53%	34	16.11%
Lower managerial	46	18.78%	62	29.38%
Skilled Tradesmen	32	13.06%	37	17.54%
Semi Skilled	38	15.51%	50	23.70%
Unskilled	28	11.43%	18	8.53%
School Attended				
Separate School	72	26.96%	96	33.80%
Public School	195	72.49%	188	66.20%
Number of Children in Family				
1	11	4.31%	6	2.61%
2	58	22.75%	39	16.96%
3	87	34.12%	61	26.52%
4	52	20.39%	49	21.30%
5	19	7.45%	35	13.22%
6	10	3.92%	22	9.57%
7	5	1.96%	8	3.48%
8	3	1.18%	6	2.61%
9+	10	3.92%	4	1.32%

TABLE 1 (CONTINUED)

Variable	Readers		Nonreaders	
	Number	%	Number	%
Age				
11	4	1.56%	1	.43%
12	157	61.09%	110	47.83%
13	90	35.02%	91	39.57%
14	5	1.95%	27	11.74%
15	1	.62%	1	.43%
If Child Speaks Another Language				
Yes	47	18.50%	42	18.26%
No	207	8.50%	188	81.74%
Name of Other Language				
Ukrainian	9	19.15%	3	8.82%
Italian	3	6.38%	4	11.76%
Greek	4	8.51%	0	.00%
French	6	12.77%	11	32.25%
Cree	2	4.26%	2	5.88%
Chinese	2	4.26%	1	2.94%
Polish	1	2.13%	0	.00%
German	16	34.04%	8	23.53%
Other	4	8.51%	5	14.71%

questionnaires and three interview schedules constructed specifically for this research. Copies of all instruments are included in Appendix B.

Psychological Tests

The Coopersmith Self-Esteem Inventory Form A

The Coopersmith Self-Esteem Inventory Form A contains 58 self-administering forced choice items which are short statements answered "like me" or "unlike me." This inventory is appropriate for use with males and females ranging from age 9 to adult level. The inventory provides a general assessment of self-esteem which may be broken down into component subscales of general self, social self (peers), home (parents), school (academic) and lie scales. For the present study only the general measure of self-esteem and the academic sub scale were recorded for statistical analysis.

The scores are reported as:

I Total number correct of all scales excluding lie and multiplied by 2 so that a maximum score is 100.

II A separate score of the total number of responses indicative of defensive, lie reaction (a maximum of 8). Coopersmith has employed the upper quartile (above 75) as indicative of high esteem; the lower quartile (below 25) as indicative of low esteem and the inter-quartile range as indicative of medium esteem.

The original pool of items for the test was drawn from

Rogers and Dymond (1954) and original research. Five psychologists sorted the items in categories of high or low self-esteem. The items were tested for comprehensibility with a group of 30 children. Fifty items were then reduced to 25 items from the item analysis of the responses to the longer form by 121 selected children as reported in Coopersmith (1967).

Fullerton (1972) reports a figure of .87 while Taylor and Reitz report .90 split half reliability for Form A. A test-retest reliability for the original 50 item scale was reported as .88 over five weeks and .70 over three years (Coopersmith, 1967, p. 10). Fullerton (1972) reports a test-retest reliability of .64 over a 12 month interval. There have been many validity studies of the scale. Crandall (Shaver and Robinson, 1973) has found correlations of .59 and .60 between the short form and the Rosenberg scale for college students (N about 300). Weinberg (personal communication) reports a correlation of .63 between the Soares scale and the longer Coopersmith scale and .60 between a derived picture test and the long scale (Getsinger, et al., 1973). Taylor and Reitz (1968) report a correlation of .45 between the CPI self-acceptance scale and the longer Coopersmith scale, and correlations of .42 to .66 with other scales. Ziller et al. (1969) found correlations for males of .46 with the Bill's scale, .37 with the Cutick scale, and .02 with the Ziller scale; for females, the correlations were .17, .23 and .04. Taylor and Reitz (1968) found correlations of .75 and .44 with the Edwards and the Marlowe-Crowne social desirability scales.

The inventory has been administered to over 40,000 children and adults in the past five years, and used in over 100 studies. Coopersmith (1967) suggests how positive self-esteem might develop. He found that parents of high esteem children report high acceptance of the child, setting clear and explicated rules, setting positive examples, and providing an overall level of quality stimulation and interaction. The entire book builds an outline of how parents might constructively affect children's self-esteem.

Although the scale has high correlations with social desirability it provides more validation than exists for other self-esteem scales. The scale also has potential to measure discrete sub-areas of esteem as well as the general estimate of self-esteem. It was, therefore considered to be the best test available to give a measure of the self-esteem of subjects in the present study.

Junior Eysenck Personality Inventory

The Junior Eysenck Personality Inventory (JEP I) is a 60 item test which forces subjects to answer 'yes' or 'no' to each of the 60 items. The JEP I is appropriate for use with subjects aged from seven to sixteen years and yields scores for two major personality variables of neuroticism or emotionality, and extraversion-introversion. It also contains a lie scale for the detection of faking. Extraversion is seen by Eysenck (1963):

> As characterized by sociability, activity, optimism, outgoing and impulsive behaviour etc., while introversion is characterized by unsociable, passive, quiet, thoughtful and reserved behaviour. Similarly with respect to neuroticism the unstable person is moody, touchy, usually restless, rigid, while the stable person is calm, carefree, easy-going, reliable and so on (p. 362).

For mean scores on the extraversion, neuroticism and lie scales, see Appendix C, section 2.

The construction of the 108 item Junior E.P.I. was begun by carefully selecting, adapting and rewriting some items contained in the adult version of the E.P.I. and adding some others. These scales were then administered to English school children ranging in age from 7-16 inclusive. These 108 items were intercorrelated separately for each age group. Factor analysis was carried out on all the matrices and in each case the first two factors extracted contributed the greatest part of variance and could readily be identified as neuroticism and extraversion. On the basis of these factor analyses, 60 items were chosen for the final inventory of which 24 measure E, 23 N and 12 the L scale.

Split half reliabilities for the scales for different ages varied from .446 to .917, averaging about .80. Test-retest reliabilities were carried out on 1056 boys and 1074 girls over the period of one month. The reliabilities averaged between .70 and .80.

Too little is yet known about the validity of the

Junior E.P.I., but it is considered to be a useful instrument for research. Two hundred and twenty-nine children guidance clinic subjects have been tested and rated with respect to the extraverted and introverted nature of their symptoms, and it was found that the group as a whole was very significantly above the standardization group with respect to neuroticism, and there was a very significant difference with respect to E between children showing extroverted symptoms and those showing introverted symptoms.

In spite of the lack of validation studies it was still considered that the Junior EPI was the most useful instrument for use in the present study.

Myers Briggs Type Indicator (MBII) Form F

The Myers Briggs Type Indicator is a forced choice, self-report inventory of 155 items for use with normal subjects aged 12 to adult. It is easy to score and administer. It was originally developed in 1943 and has undergone several revisions. An unusually large body of reliability and validity data is available for the instrument. A substantial part of these data and a detailed presentation of the underlying theory are included in the test manual.

The resulting scores are taken to indicate the subject's preference for four different modes of thinking postulated by Carl Jung's theory of personality types:

1. Extraversion-introversion (EI), whether the person prefers to direct his mental activities toward the

external world of people and things or toward the inner world of concepts and ideas.

2. Sensing-intuition (SN), whether the person perceives directly through the five senses or indirectly by way of the unconscious.

3. Thinking-feeling (TF), whether the person prefers to arrive at decisions by logical analysis or by appreciating personal and interpersonal subjective values.

4. Judgement-perception (JP), whether the subject prefers to take a judgemental attitude or an understanding, perceptive attitude toward his environment.

The direction of the subject's four preferences are recorded by letter so that he can conveniently be called, for example, an ESTJ type, an INFP type or an ENFJ type. Intercorrelations between scales are low except for JP's relation to SN which ranges from .26 to .47. For a complete explanation of personality types see Appendix D, section 1.

Test-retest correlations of approximately .70 were obtained after 14 months for EI, SN and JP and .48 for TF. In general, the reliabilities of the test are like those of similar self-report inventories, TF appearing least stable. Internal consistency (split-half) measures, show correlations mostly in the .70 and .80 range for continuous scores. These figures are comparable to those of other leading personality inventories.

The manuals reports on validity rest mainly on concurrent studies - expected relationship to other tests and to ratings and differences between groups. Relationships to a large number of scales on tests of interest, values, and personality are mostly in the expected directions. For example, Strong Vocational Interest Blank interest in sales correlates significantly with extraversion; interest in psychology with intuition; and Edwards Personal Preference Scale scores for need for nurturance correlate with a feeling preference.

There appears to be two main criticisms of the test. Firstly, in the area of test taking attitude the indicator leaves much to be desired. Most of the subjects given the test in the present study objected to the forced choice format and the unrealistic choices they were asked to make. There is no test of social desirability included in the test. The last item in the test asks the testee, "would you have liked to argue the meaning of (A) a lot of questions, (B) only a few." All subjects in the present study said they would like to have argued with a lot of the questions. In some cases this lack of positive involvement with the test was felt to have worked against its validity.

The other criticism relates to the assumed dichotomous character of the four scales which means they are seen as bipolar and discontinuous, the zero point representing a true dividing point of psychological significance. This means that the omission or change of a single item can alter a subject's classification.

However, the instrument is considered by most reviewers to be "an instrument of considerable potential utility and useful for personality research and a wide range of variables including ability, interest, value, aptitude and performance measures." Because of its length and the difficulty level of the wording of some items the questionnaire was only used with the 22 case studies.

The Questionnaires and Interview Schedules

Questionnaire I

It was necessary for the initial questionnaire to elicit data that would identify readers (or those who did a good deal of voluntary reading) and nonreaders (or those who did practically no voluntary reading.) Item 1 was used to make this distinction and to establish three groups; the readers, nonreaders and nonsamples. The other two items in the questionnaire, items 2 and 3, were included as reliability checks. Any subjects whose replies to items 1 and 2 were not concomitant were dropped from the reader, nonreader groups as were any readers who could not name five books they had read during the last year with a fair degree of accuracy.

The questionnaire was administered to three Grade VI classes before being printed and used in the study. This was done to determine how reliable the questionnaire was from the standpoint of providing the information desired.

Since students were constantly asking if they could count comic books, magazines and school readers as books they had read, item 1 was changed from "Say how much you read" to "Say how much you read, (not including school readers, magazines or comic books)." No other problems were encountered with the administration or scoring of the questionnaire. Those having no difficulty at all in naming five books they had read during the last year generally were later identified as readers, whereas this item was left blank by the vast majority of subjects who were eventually identified as nonreaders. After administering Questionnaire II it was found that only 15% of the total sample of 573 (17% nonreaders and 11% readers) failed to answer the question in exactly the same way.

Questionnaire II

Several considerations formed the basis of the selection of items for the second questionnaire. First it was necessary that the data describe the readers and the nonreaders in terms of the following characteristics; sex, handedness, age, how often child has been absent from school, his library research skills, socio-economic class, clubs he belongs to, lessons he takes, favourite pastimes, bilingualism, number of books subject owns, reading interests, use of other media and use of reading. Second, it was necessary that the questionnaire provide data for the comparison of users and nonusers in terms of whether they held favourable or unfavourable attitudes toward; school, certain school subjects, reading as a pastime, school and public libraries, books and self-expectation in terms of future occupation. Finally certain personal data about the respondents had to be obtained; number of children in the family, position of subject in his family, mobility of child's family, father's occupation classified by type, mother's occupation classified by type, cultural atmosphere of home, reading atmosphere of home, use of libraries by family, peer group use of library and family situation.

The subject matter for the items included in the questionnaire was obtained from two sources. The first source was a survey of literature, which disclosed basic issues which have been shown to be of importance in previous studies in the field. The second source was other questionnaires that have explored the users or nonusers of libraries and readers or nonreaders. A preliminary list of items selected from these sources were submitted to other librarians and teachers and the thesis committee members, for their constructive criticism. The questionnaire was also administered to three classes of sixth grades in order to check the simplicity of language and the length of time required for administration. The questionnaire items were revised several times; some were reworded, others repositioned, and some omitted entirely.

Only a few open-ended items permitting free response were included in the questionnaire because such items are difficult to code and score and are especially subject to faking. However because they encourage free spontaneous comment and provide data not readily quantifiable it was felt they were appropriate to collect some of the data needed for the study.

The majority of items included in the questionnaire were multiple choice items or fixed alternative questions for which the subjects answered "yes" or "no".

The questionnaire contained a total of 77 items, 23 open-ended items in section I, 16 fixed alternative items in section II and 38 multiple choice items in sections III and IV. Items 11 and 24 Section II, were used to verify readers and nonreaders.

Questionnaire IX

This consisted of a self-rating seven point attitude scale ranging from excessive interest in reading (+3) to complete avoidance of reading (-3). It was used only with the 22 case studies to help evaluate the subjects' own attitudes toward voluntary reading. The results from the scale were not entered for statistical analysis. A similar scale was used by Woellner (1949) and found to have the highest correlation with other measures of children's attitudes to voluntary reading (correlation .7). Woellner from the results of her study considered it "as the best single criterion of children's attitudes towards voluntary reading."

Interview Schedules I and II

Interview schedules were used with the 22 case studies as guides for the interviewers. Often a question would spark off a great deal of spontaneous information not included in the question, but extremely relevant to the research. If this happened the order of the interview schedule was not rigidly adhered to but used only to make sure that all necessary details had been obtained.

The interviews were used mainly to examine less measurable environmental factors and reading attitudes than were revealed by the questionnaires. The parent interview sought to determine the following factors: attitude towards reading; use of reading; use of other media; spare time activities; education; job history; present occupation; reading interests; use of libraries; parental attitude towards the subject, particularly his behaviour and his reading habits; and physical, emotional and school achievement history of the child.

The subject interview sought to determine the following factors: subject's attitude to reading; social adjustment; learning style, whether it tended to be predominantly visual, auditory or tactile; attitude to school; and history of his interest or lack of interest in reading. Subjective assessment was also made by the investigator of the cultural and emotional atmosphere of the home; the emotional adjustment of the subject and the potential of the home to develop interest in reading.

Interview Schedule III

This interview schedule was used with the 22 case studies as an interview guide with the subjects' teachers. Once again it was not rigidly adhered to. The interview attempted to get an idea of the subjects' behaviour in the school including reading behaviour, his attitudes to school work and extra curricular activities, his achievement in school, emotional adjustment and reaction to criticism, his behaviour, his peer group acceptance, ability to adapt, and overall self-esteem as seen by the teacher.

Items included in the schedule were self-designed but were heavily influenced by the Coopersmith Behaviour Rating Form (CBRF), Coopersmith (1975) and Appraising and Recording Student Progress, (Smith, Tyler and the Evaluation Staff, 1942).

Procedure

Preliminaries Carried Out Before Administration of Questionnaire I

Before the study could be commenced, permission was sought from administrative personnel at the Board of Education and Separate School Board offices to carry out the study. The study was explained in some detail to the above mentioned personnel and it was pointed out that it would be necessary to administer any necessary questionnaires in the classroom. (See letter in Appendix A, section 1). Formal permission was requested in late November, 1975 and granted in February, 1976 by letter (see Appendix B, section 2) confirming prior permission which had been granted by telephone. It was noted at that time that participation in the study on the part of teachers and principals would be voluntary on their part. In practice however, 100% co-operation was obtained and it was possible to include all schools in the study. Principals were informed at meetings at the Board of Education and Separate School Board about the study, that it had been approved at board level and that the investigator or a research assistant would make the necessary arrangements and establish the most feasible program and schedule for administration of Questionnaire I. The principals and Grade VII teachers were then contacted by telephone or personal interview and a time set up to administer the questionnaire.

Simultaneously, information was being gathered on the questionnaires constructed by the researcher (Questionnaires I and II). These two questionnaires were pretested with 115 Grade VI students in three schools, between January 10-30, 1976. Item instruction was given orally and the questionnaires filled out in writing by each student. Any ambiguities in wording or items or words which were too difficult for the students to understand were eliminated or changed before the questionnaires were printed and used.

Administration of Questionnaire I

Questionnaire I was then administered by two research assistants at the scheduled times. Instructions were administered orally with special emphasis being given to the fact the research was concerned with voluntary book reading and not reading carried out in connection with school assignments. It was also explained that all answers would be confidential and would not be seen by anyone other than those conducting the research. After the first four schools had been sampled a meeting was held between the investigator and the two research assistants to discuss any problems which had been encountered. Typical questions asked were:

"Can I put down comic books?"

"Do books like Nancy Drew count?"

"What about books we have to read for school?"

The research assistants were told to repeat the instructions again emphasizing that we were only interested in books read voluntarily or for pleasure. Since no major problems had been encountered the rest of the sampling was then carried out. This stage of testing took place between February 8th. and March 8, 1976.

Analysis of Questionnaire I

Before moving on to the next testing stage some analysis was carried out of the data gathered with Questionnaire I. The amount of voluntary reading carried out by each of the subjects was recorded and the selection of reader and nonreader groups was made. The remaining group is hereafter called the "non sample" group. The reader, nonreader groups were then listed by schools to facilitate stage two of the study. From these lists the two schools having the highest and the two schools having the lowest percentages of readers were noted for visits later on during the study. The areas that the schools serviced were then assessed on a three-point scale for socio-economic level, by an Economist with wide experience in socioeconomic research and a great deal of personal knowledge and expertise regarding the city under study.

The schools were then grouped together by level and a sum and percentage of readers and nonreaders calculated for each of the three levels. The results of this calculation were then examined for significant differences.

The reading interests revealed by the subjects were also examined. The books listed in answer to item 3, Questionnaire I, ("Name five of the books you have read during the last year") were classified by the type of book e.g. science fiction, adolescent novel, sports, mysteries, etc. and listed for the three groups of readers, nonreaders and non sample.

Preliminaries Carried Out Before Administering Questionnaires II, III and IV

The parents or guardians of the selected sample of 320 readers and 446 nonreaders were then sent a letter requesting their permission for their child to take part in Stage 2, 3 and 4 of the research project. After waiting for ten days an attempt was made to contact all those who had not replied by telephone.

Administration of Questionnaires II, III and IV

After arranging convenient appointments with the Grade 7 teachers, the collection of data using Questionnaires II, III and IV took place. Again, instructions were given orally by the research assistants and a meeting held after the first four schools had been visited. Since no major problems were encountered testing was completed. This part of the study was carried out between April and May, 1976.

Collection of Other Data

After examining these questionnaires any subjects whose inclusion in the reader or nonreader group did not now appear to be reliable, were dropped from the sample. Literacy levels and IQ scores for as many subjects as possible were obtained from records held at the Board of Education and the Separate School Board administrative offices. The literacy levels were obtained by averaging vocabulary and comprehension scores on the Canadian Test of Basic Skills which had been given in May and June, 1975. The intelligence test used by the Board of Education was the Stanford Achievement Test and by the Separate School Board the Pittner Cunningham Intelligence Test. Both of these tests have been widely used by schools for group testing. The Pittner

Cunningham test was revised in 1942 and has been reviewed as one of the best available for school use. The test is easy to give and score. Standardization was based on approximately 100,000 tests from widely separated parts of the country. Split-half and inter-form reliabilities are in the majority of cases in excess of .90. Correlation with achievement tests have averaged about .8, correlations with other intelligence tests range from .71 (Binet) to .87 (Otis). The Standard Achievement Test is the patriarch of test batteries and has been the most widely used tests of their kind over the longest period of time. Unfortunately empirical validity data on the test is completely lacking. In order to overcome intertest differences, the IQ test scores for each subject were scaled from one to four and this code was entered for statistical analysis rather than the IQ score. The IQ tests were administered in May and June, 1975 by the Separate School Board, and in May and June, 1974 by the School Board. Since these dates both offices have discontinued the use of intelligence tests. Scoring of the questionnaires of the remaining 487 subjects was then carried out using data coding of the variables under consideration (see Appendix D).

The remaining subjects were also plotted on a map of the city according to their place of residence, to see if they tended to be concentrated in certain areas or around library facilities.

Selection and Carrying out of Case Studies

Subjects were then selected for case study on the basis of information in Questionnaire II. Evening appointments were made to interview the subjects and their parents, foster parents or social workers in the subject's home. All interviews were taped and photographs taken of those interviewed to facilitate the later recording of the information given and to objectify the data as much as possible. The usual procedure for the visit was to have the subject complete Questionnaires VIII and IX in a separate room while the investigator interviewed the parents. After this the subject was interviewed in private. The teachers of the subjects involved in the case studies were also interviewed by telephone or in person. This part of the study took place during May and June, 1976. Interview schedules I, II and III (see Appendix B, section 4) were used in conducting these interviews.

School Visits

During June, school visits were also carried out to the four schools selected as having the highest and the lowest percentages of readers. Some other schools were also randomly selected for visits. A visit schedule (see Appendix B, section 5) was used during these visits.

Statistical Analysis

Appropriate univariate and multivariate statistical analyses on the results from all questionnaires and tests were carried out during July and August, 1976.

Statistical Analysis

The data from the 487 respondents were coded (see Reading Survey Data Code, Appendix D), recorded on coding forms, transferred to punched cards and processed by computer. Two major types of multivariate analysis were carried out to investigate the relationship of the independent and dependent variables.

Multiple Regression Analysis

Measures of association between the dependent variable, Amount of Reading, and the various independent variables; were subjected to a multiple regression analysis to determine the relative ordering of the independent variables.

Discriminant Analysis

The independent variables were examined to determine their relative ability to discriminate between the two groups, readers and nonreaders.

Statistical Techniques Employed

1. Pearson correlations between the independent variable, Amount of Reading and all other dependent variables.
2. Displays of the distribution of cases according to classification into readers and nonreaders were carried out for all the dependent variables. Chi square test of significance and Kramer's V or Phi were computed as

measures of the strength of the relationship between the two groups.

3. Factor analysis was carried out entering the variables which proved to be significant in the analysis (1) and (2) above.

4. A multiple regression was calculated between the dependent variable, Amount of Reading, and the interval, dichotomous and ratio measures.

5. Another multiple regression was run omitting literacy from the list of independent variables.

6. Multiple regressions were run for males and females to compare the resultant ordering and strength of the contributory dependent variables.

7. A complete correlation matrix was computed between all variables entered into the analysis.

8. Partial correlations between certain variables and Amount of Reading, controlling for another variable were computed. These variables were chosen on the basis of their high correlations with the dependent variable. For example, amount of reading and literacy controlling for IQ.

9. T-tests of significance were computed for certain variables of the interval or ratio level.

10. Two Discriminant analyses was carried out to test the powers of discrimination of certain variables between the two groups, readers and nonreaders.

11. Scattergrams were obtained for EPIN, EPIE, SEIF which it was suspected may have a curvilinear correlational association with amount of reading.

CHAPTER IV

RESULTS AND DISCUSSION

Questionnaire I Analysed

Amount of Voluntary Reading

After tabulation of the data obtained from Questionnaire I, question 1, for the 2731 Grade VII students who completed it, a median of 21.96 books read per year and a mode of 12 books read per year or one book per month were obtained. Of the 2731 questionnaires completed 127 were declared invalid because they were incomplete or because the information given on all questions failed to coincide. Of the remaining students, 320 read two books per week or more, the readers; 446 read two books per year or less, the nonreaders, and the remaining 1838 read amounts in between these, as shown in Table 2 and Figure 2.

Sex Differences in Voluntary Reading

A large difference was found between the amount of voluntary reading engaged in by boys and by girls. In the reader sample, 95 or 29.7% were boys and 225 or 70.3 were girls. In the nonreader sample, 337 or 75.6% were boys and 109 or 24.4% were girls. For the boys a median of 18.84 books a year and a mode of 12 books a year or one book a month were obtained; and for the girls a median of 32.68 books a year and a mode of 24 books a year or 2 books a month (see Tables 2 and 3 and Figures 3 and 4).

Reading Interests

The books listed on Questionnaire I, as having been read in the last year, were examined for reading interests. Titles listed were categorized into three main groups: fiction, nonfiction and books of movies or television series, and further into subgroups within these main categories as in Tables 4 to 12. Somewhat fewer subgroups were set up for use with the nonsample group. Differences in reading interests were then examined between males and females and readers and nonreaders and for any other general reading trends.

General Reading Interests of all Grade VII's

In all groups examined more fiction than nonfiction was read, and a large number of books of movies and television series were named. Biography was the most popular nonfiction category for all groups. Animal stories were favoured about equally by boys and girls and together with adolescent development, sports and mysteries formed the most consistently popular of the fiction categories. Adolescent development novels were defined as novels which seriously examined problems of adolescence, e.g., peer status, parental relationships, drugs, etc. Science fiction

TABLE 2

Amount of Voluntary Reading, Males and Females Combined

Amount of reading	Frequency	Cumulative Frequency	%
More than 5 books a week	12	2604	.44
5 books a week	6	2592	.22
4 books a week	27	2586	.98
3 books a week	60	2559	2.19
2 books a week	215	2499	7.87
1 book a week	407	2284	14.90
2 books a month	396	1877	14.50
1 book a month	1035	1481	37.88
2 books a year	262	446	9.58
1 book a year	90	184	3.29
Less than 1 book a year	94	94	3.44
Invalid	127		4.65
N	= 2731		100

Median = 21.96 books a year

Mode = 1 book a month

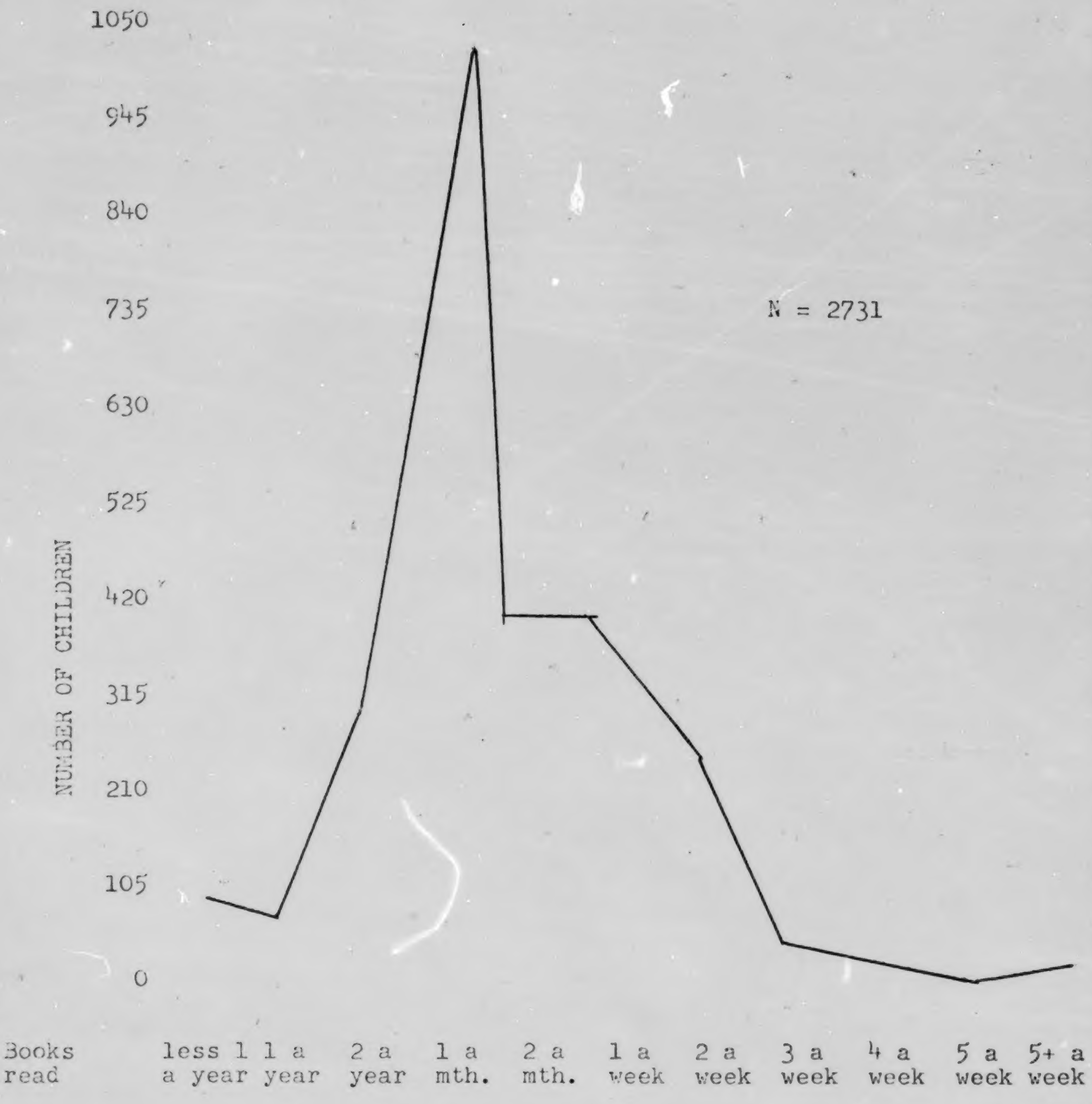

Figure 2: Amount of Voluntary Reading, Males and Females Combined

TABLE 3

Amount of Voluntary Reading, Males

Amount of Reading	Frequency	Cumulative Frequency	%
More than 5 books a week	2	1339	.14
5 books a week	2	1337	.14
4 books a week	2	1335	.14
3 books a week	15	1333	1.05
2 books a week	74	1318	5.21
1 book a week	161	1244	11.33
2 books a month	161	1083	11.33
1 book a month	585	922	41.17
2 books a year	182	337	12.81
1 book a year	72	155	5.07
Less than 1 book a year	83	83	5.84
Invalid	82		5.77
	1421		100

Median = 18.84 books a year

Mode = 1 book a month

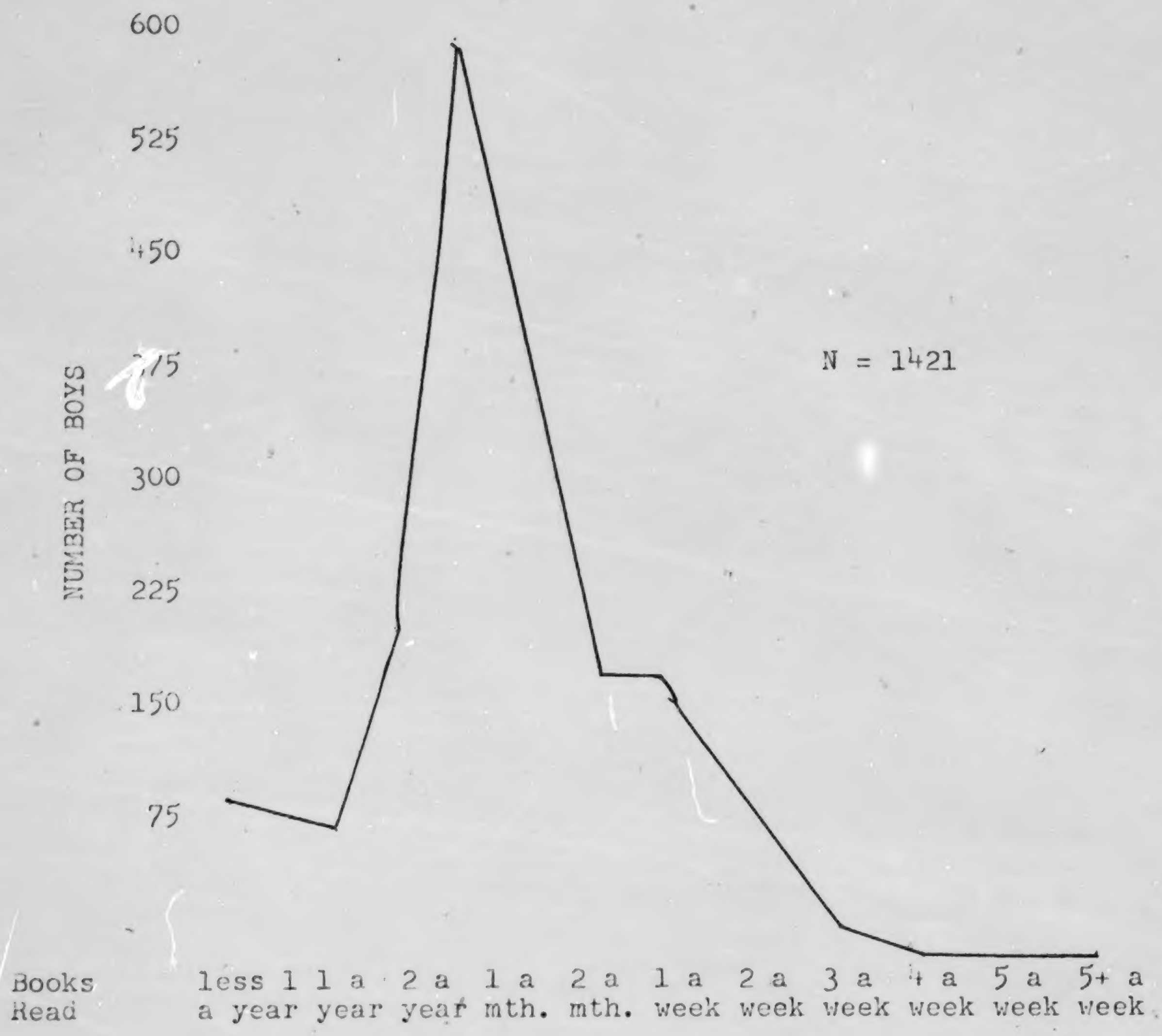

Figure 3: Amount of Voluntary Reading, Males

TABLE 4

Amount of Voluntary Reading, Females

Amount of Reading	Frequency	Cumulative Frequency	%
More than 5 books a week	10	1265	.76
5 books a week	4	1255	.31
4 books a week	25	1251	1.91
3 books a week	45	1226	3.43
2 books a week	141	1181	10.76
1 book a week	246	1040	18.77
2 books a month	235	794	17.94
1 book a month	450	559	34.35
2 books a year	80	109	6.11
1 book a year	18	29	1.37
Less than 1 book a year	11	11	.84
Invalid	45		3.43
	1310		100

Median = 32.68 a year

Mode = 2 books a month

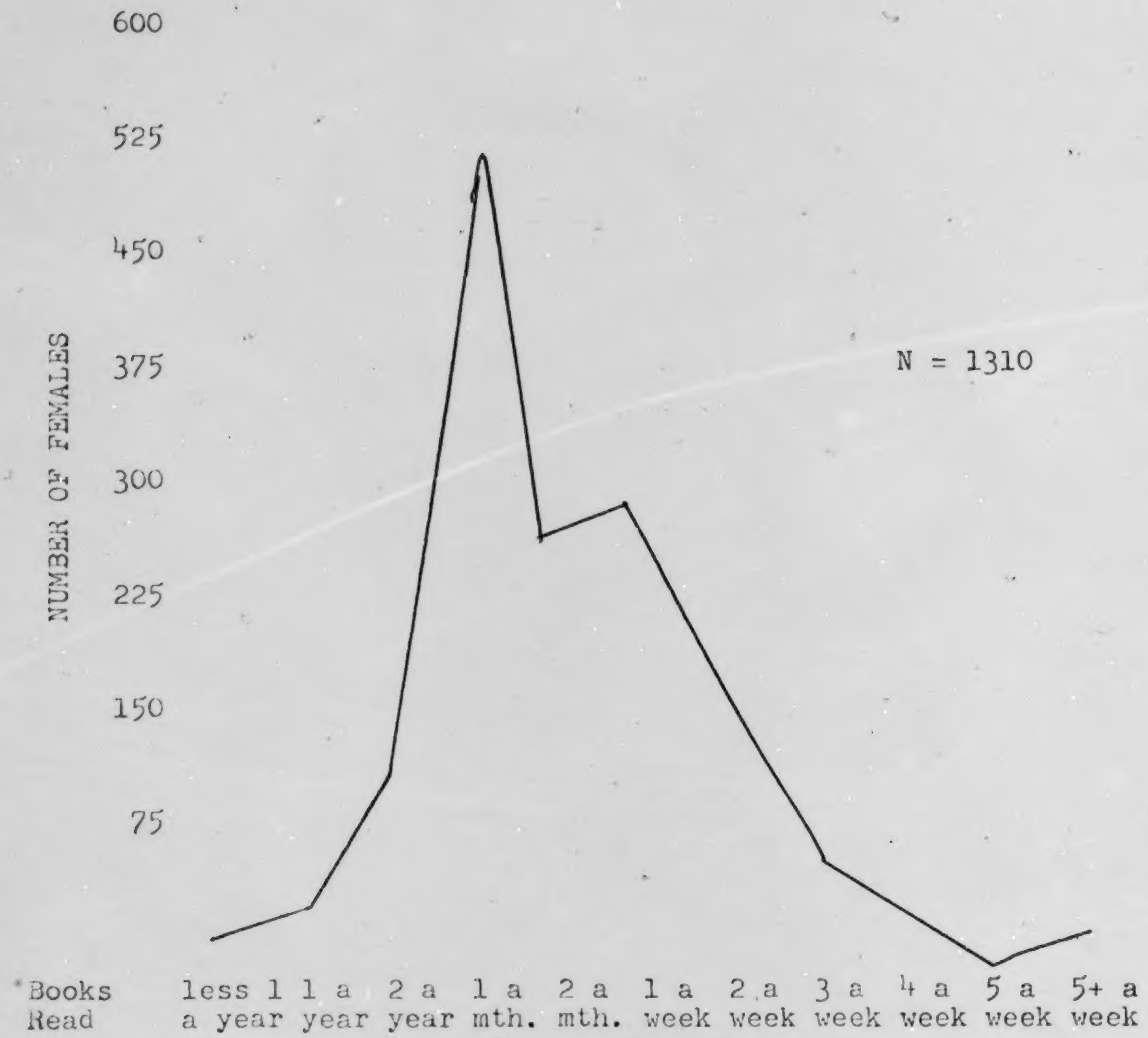

Figure 4: Amount of Voluntary Reading, Females

was only a popular category with male readers. Series books such as Nancy Drew and the Bobbsey Twins, showed their greatest popularity with females and especially the female nonreaders.

Certain titles tended to be constantly mentioned by subjects in all groups, a list of these is included in Appendix D. Many of the subjects listed all their five books from the same sub-category, all sports books, all fantasy books, all animal books or all from one series demonstrating a tendency to read on one subject or books by one author. There were more differences displayed by boys and girls than by readers and nonreaders.

Sex Differences in Reading Interests

The predominant difference was that girls read far more than boys as indicated above. In both reader, nonreader and nonsample groups boys read substantially more nonfiction than girls. On the other hand, in all groups girls read more books concerned with themes pertaining to topics of adolescent development. Boys tended to read more books with sports themes in both fiction, and nonfiction and the subcategories of car books and biographies. Animal stories proved to be about equally popular with boys and girls. The titles chosen by girls demonstrated a tendency for their reading to display a greater maturity in its choice of a theme. Girls quite often listed books written primarily for boys, e.g., The Outsiders, The Cross and the

Switchblade and The Pigman. There were no instances, however, of boys listing books written primarily for girls. Of the nonfiction books read by girls, the subcategory of biography was the most frequently mentioned.

Differences between Readers and Nonreaders

The readers of course listed a much larger number of titles and even allowing for this displayed a great deal more variety in the range of subjects read about. Apart from this the reading patterns displayed were very similar.

Readers and Nonreaders by School and Socioeconomic Level

This section of analysis consisted of a comparison of the number of readers and nonreaders in schools by socioeconomic level. The level assigned was based on an assessment of the socioeconomic level of the area of the city serviced by the school, as shown in Table 11. For a more detailed listing of readers and nonreaders by school see Appendix F.

Level 1, the highest socioeconomic level, interestingly displayed the largest number of readers and the lowest number of nonreaders, Level 3, the lowest socioeconomic level, shows the smallest number of readers and the highest number of nonreaders, Level 2, the medium socioeconomic level has numbers in between.

TABLE 5

Reading Interests of Nonreaders
Males and Females Combined (N = 446)

Fiction	N	%
Science fiction	5	1.15
Sports	19	4.37
School	3	0.689
Crime	1	0.002
Mystery	67	15.37
Cars	1	0.002
Adventure	15	3.448
Animals	75	17.24
Space	4	0.919
Ghosts	9	2.068
Love	2	0.459
Cowboys and westerns	6	1.37
Magic and witches	3	0.689
War	5	1.15
Series books	18	4.137
Gangs	2	0.459
Adolescent development	6	1.37
Miscellaneous	35	8.045
Total fiction	276	63.218

Continued . . .

Table 5 Cont'd.

Nonfiction	N	%
Cars and motorcycles	13	3.218
Riddles, jokes and cartoons	14	3.218
Travel and exploration	2	0.459
Sports	29	6.666
Science	8	1.839
Animals	10	2.298
Poetry	1	0.002
Airplanes	2	0.459
Canada	2	0.459
UFO's, and other mysteries	3	0.689
Drugs	3	0.689
The occult	2	0.459
War	3	0.689
Sharks	6	1.37
Biography	18	4.137
Nonfiction total	96	21.839

Books of movies or television series	N	%
Jaws	35	8.045
Other	29	6.666
Total, movies and television series	64	14.79
Overall Total	436	

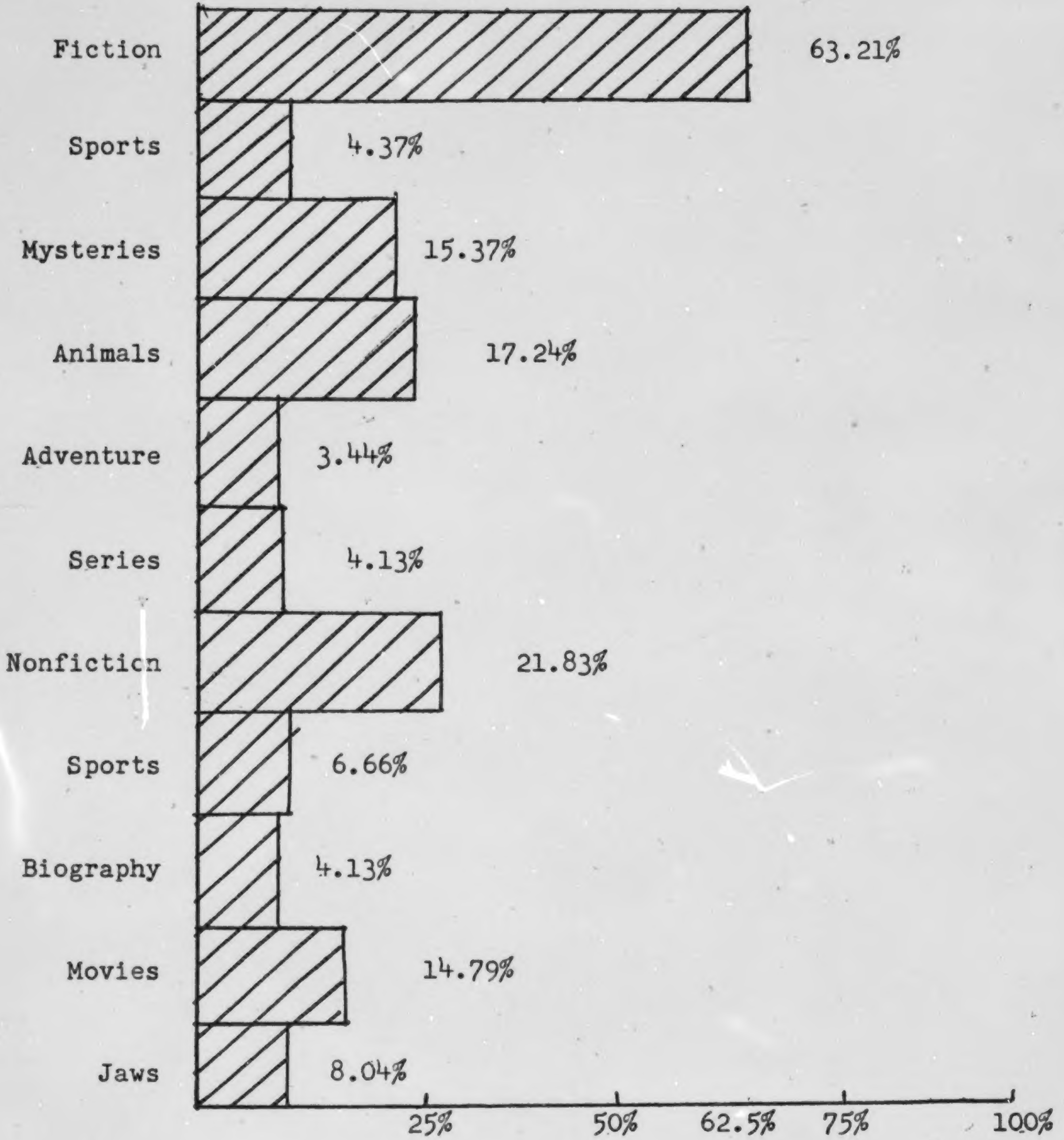

Figure 5: Reading Interests of Nonreaders, Males and Females Combined

TABLE 6

Reading Interests of Nonreaders Females (N = 109)
and Males (N = 337) Treated Separately

Fiction	Females		Males	
	N	%	N	%
Science fiction	1	0.66	4	1.285
Sports	2	1.32	17	5.466
School	3	1.98	0	0
Crime	0	0	1	0.321
Mystery	34	22.51	33	10.610
Cars	2	1.32	9	2.893
Adventure	5	3.31	10	3.215
Animals	32	21.19	43	13.826
Space	0	0	4	1.285
Ghosts	2	1.32	7	2.25
Love	1	0.66	1	0.321
Cowboys and westerns	1	0.66	5	1.607
Magic	2	1.32	1	0.321
War	0	0	5	1.607
Series books	14	9.27	4	1.285
Gangs	0	0	2	0.643
Adolescent development	2	1.32	2	0.643
Miscellaneous	21	13.91	14	4.501
Total fiction	122	80.79	161	49.55

TABLE 6 (CONTINUED)

Nonfiction	Females		Males	
	N	%	N	%
Cars and motorcycles	0	0	13	4.18
Riddles, jokes and cartoons	2	1.32	12	3.85
Travel and exploration	0	0	2	0.643
Sports	2	1.32	27	8.681
Science	2	1.32	6	1.92
Animals	2	1.32	8	2.57
Poetry	1	0.66	0	0
Airplanes	0	0	2	0.643
Canada	1	0.66	1	0.321
UFO's and other mysteries	0	0	3	0.964
Drugs	1	0.66	2	0.643
Occult	0	0	2	0.643
War	0	0	3	0.964
Sharks	0	0	6	1.92
Biography	5	3.31	13	4.18
Total nonfiction	16	10.66	100	32.15
Books of the movies or television series	N	%	N	%
Jaws	10	6.62	25	8.03
Other	3	1.98	25	8.03
Total, movies or television series	13	8.61	50	16.07
Overall Total	151		311	

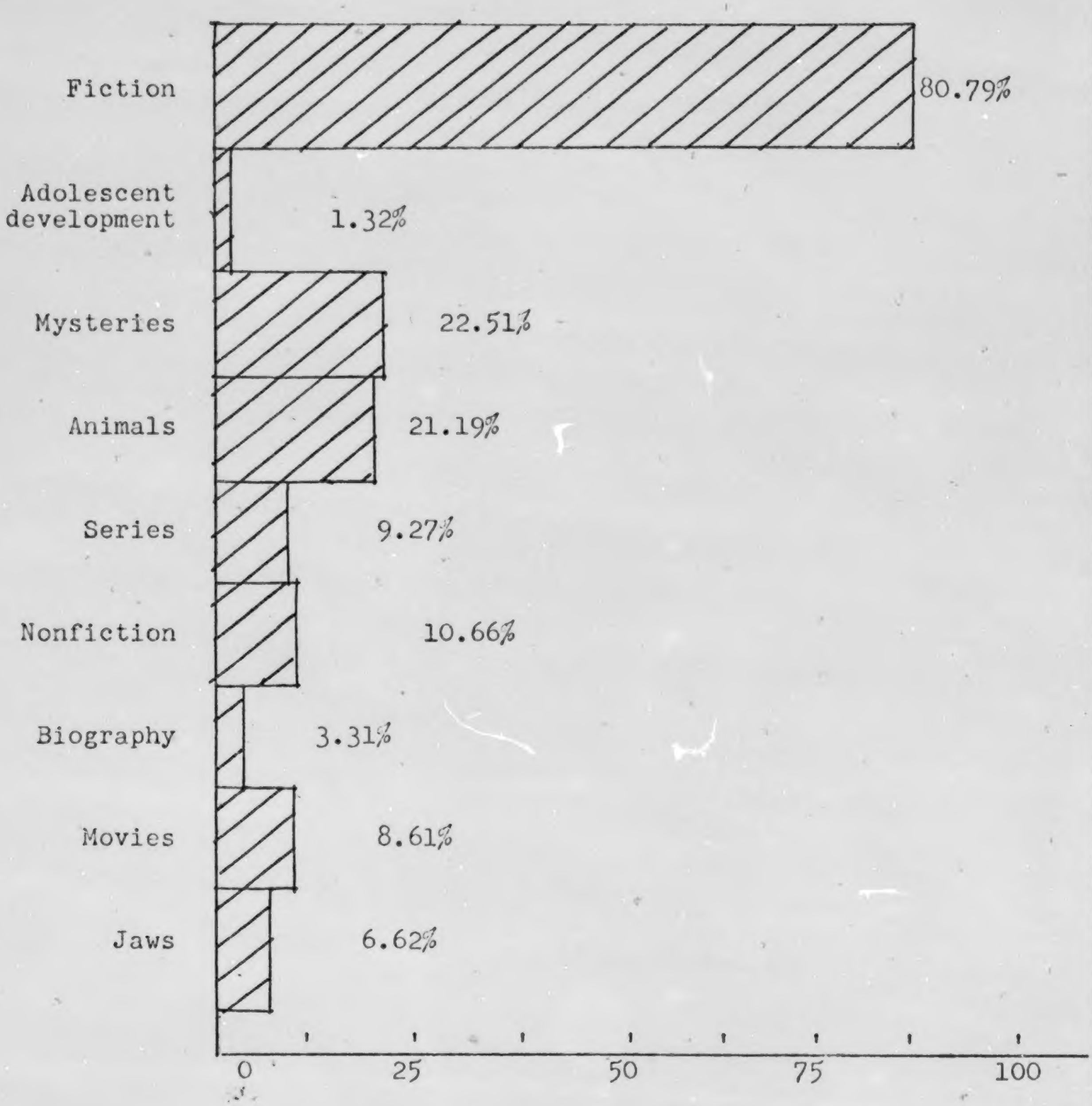

Figure 6: Reading Interests of Nonreaders, Females

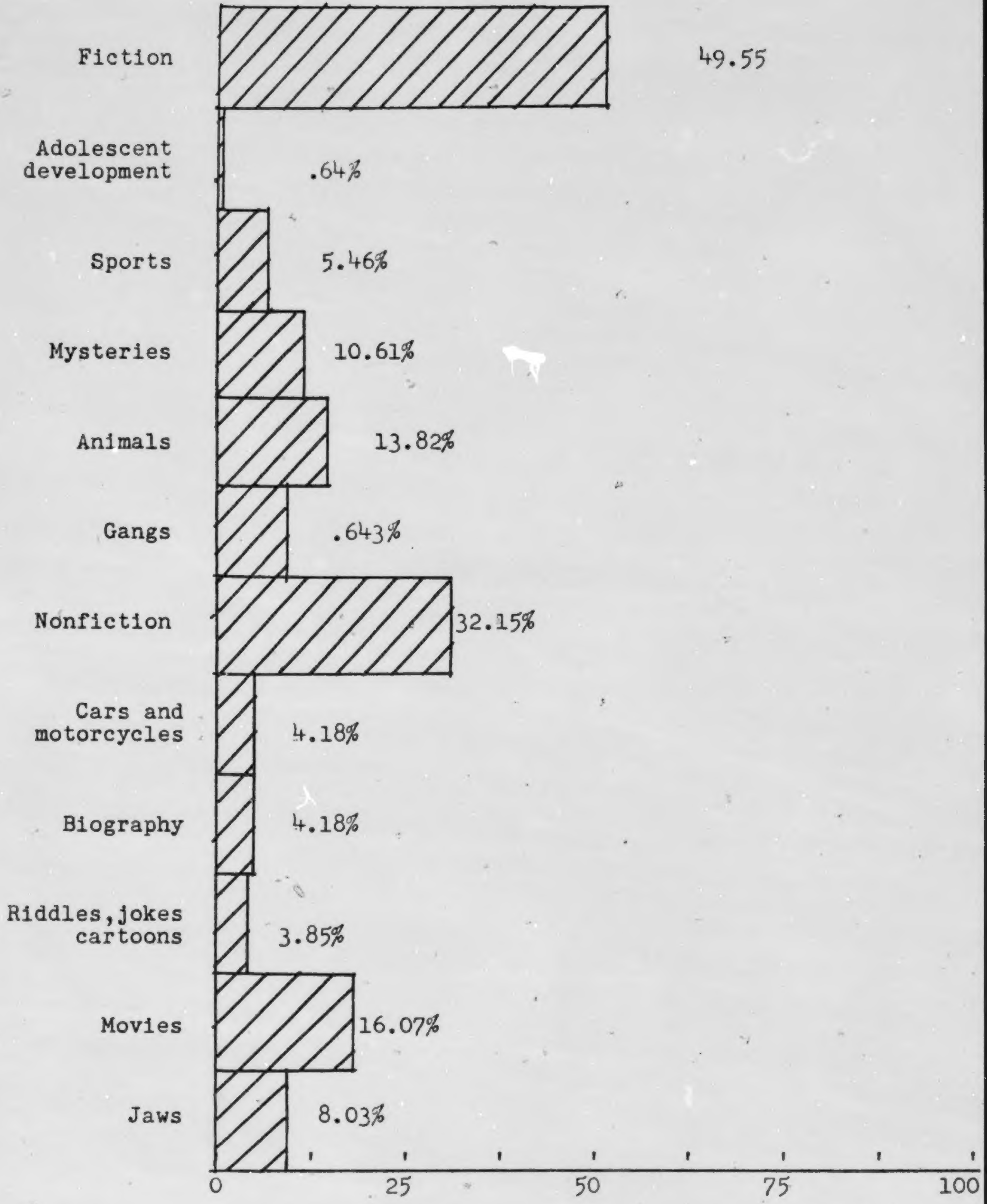

Figure 7: Reading Interests of Nonreaders, Males

TABLE 7

Reading Interests of Readers,
Females and Males Combined (N = 320)

Fiction	N	%
Science fiction	60	4.23
Sports	33	2.36
School	15	1.07
Crime	1	0.07
Mystery	94	6.74
Cars	9	0.64
Adventure	59	4.23
Animals	143	10.26
Space	3	0.21
Ghosts	7	0.50
Love	44	3.15
Cowboys and westerns	1	0.07
Magic and witches	19	1.36
War	19	1.36
Series books	116	8.25
Gangs	32	2.29
Adolescent development	206	14.71
Careers	5	0.35
Humour	2	0.14
Survival	44	3.55
Historical fiction	17	1.22

Continued ...

Table 7 Cont'd.

Camp	12	0.86
Teenage fun	56	3.97
Family life	55	3.92
Racial prejudice	15	1.07
Adult fiction	64	
Total fiction	1071	76.88

Nonfiction	N	%
Cars and motorcycles	8	0.57
Riddles, jokes and cartoons	1	0.07
Travel and exploration	1	0.07
Sports	15	1.07
Science	13	0.93
Animals	23	1.65
Poetry	2	0.14
Airplanes	3	0.21
Canada	3	0.21
UFO's and other mysteries	5	0.35
The occult	2	0.14
War	20	1.43
Sharks	2	0.14
Biography	28	2.01
Space and stars	3	0.21
Countries	12	0.86
Photography	2	0.14

Continued ...

Table 7 Cont'd.

Computers	1	0.07
Movies	1	0.07
Careers	2	0.14
Health	3	0.21
Total nonfiction	150	10.76
Books of movies or television series	N	%
Jaws	49	3.51
Other	123	8.82
Total movies or television	172	12.34
Overall total	1393	

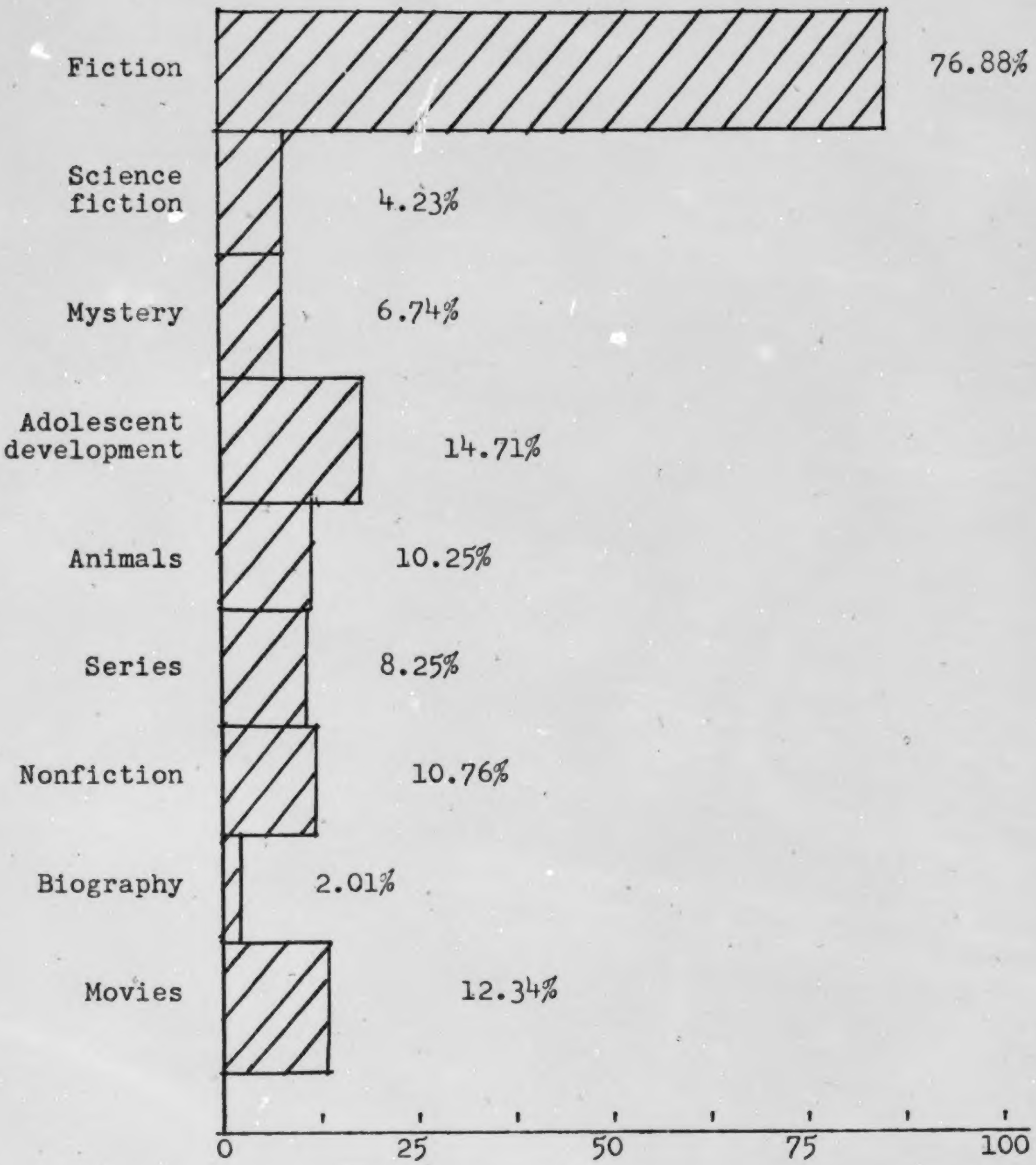

Figure 8: Reading Interests of Readers, Males and Females Combined

TABLE 8

Reading Interests of Readers Females (N = 225)
and Males (N = 95) Treated Separately

Fiction	Females		Males	
	N	%	N	%
Science fiction	29	2.80	31	7.43
Sports	14	1.35	19	4.55
School	15	1.44	0	0
Crime	0	0	1	0.23
Mystery	59	5.70	35	8.39
Cars	1	0.09	8	1.91
Adventure	48	4.63	11	2.63
Animals	113	10.9	30	7.19
Space	0	0	3	0.71
Ghosts	6	0.60	1	0.23
Love	44	4.25	0	0
Cowboys and westerns	0	0	1	0.23
Magic and witches	12	1.15	7	1.67
War	7	0.67	12	2.87
Series books	93	8.98	23	5.51
Gangs	26	2.41	6	1.48
Adolescent development	198	19.13	8	1.91
Careers	5	0.48	0	0
Humour	2	0.19	0	0
Survival	32	3.09	12	2.87

Continued ...

TABLE 8 (CONTINUED)

Fiction	Females		Males	
	N	%	N	%
Historical fiction	17	1.64	0	0
Camp	11	1.06	1	0.23
Teenage fun	53	5.12	3	0.71
Family life	54	5.21	1	0.23
Racial prejudice	10	0.96	4	0.95
Adult fiction	32	3.09	32	7.67
Total fiction	881	85.12	249	59.71

Nonfiction	Females		Males	
	N	%	N	%
Cars and motorcycles	1	0.09	7	1.67
Riddles, jokes and cartoons	0	0	1	0.23
Travel and exploration	0	0	1	0.23
Sports	1	0.09	14	3.35
Science	3	0.28	10	2.39
Animals	5	0.48	18	4.55
Poetry	1	0.09	1	0.23
Airplanes	0	0	3	0.71
Canada	0	0	3	0.71
UFO's and other mysteries	0	0	5	1.19
The occult	2	0.19	0	0
War	1	0.09	19	4.55
Sharks	2	0.19	0	0

Continued ...

TABLE 8 (CONTINUED)

Nonfiction	Females		Males	
	N	%	N	%
Biography	22	2.12	6	1.48
Space and stars	0	0	3	0.71
Countries	8	0.77	4	0.95
Photography	0	0		
Computers	0	0	1	0.23
Movies	1	0.09	0	0
Careers	1	0.09	1	0.23
Health	2	0.19	1	0.23
Total nonfiction	50	4.83	100	23.98

Books of movies or television series	Females		Males	
	N	%	N	%
Jaws	33	3.18	16	3.59
Other	71	6.85	52	12.47
Total movies or television	104	10.04	68	16.78
Overall total	1035		417	

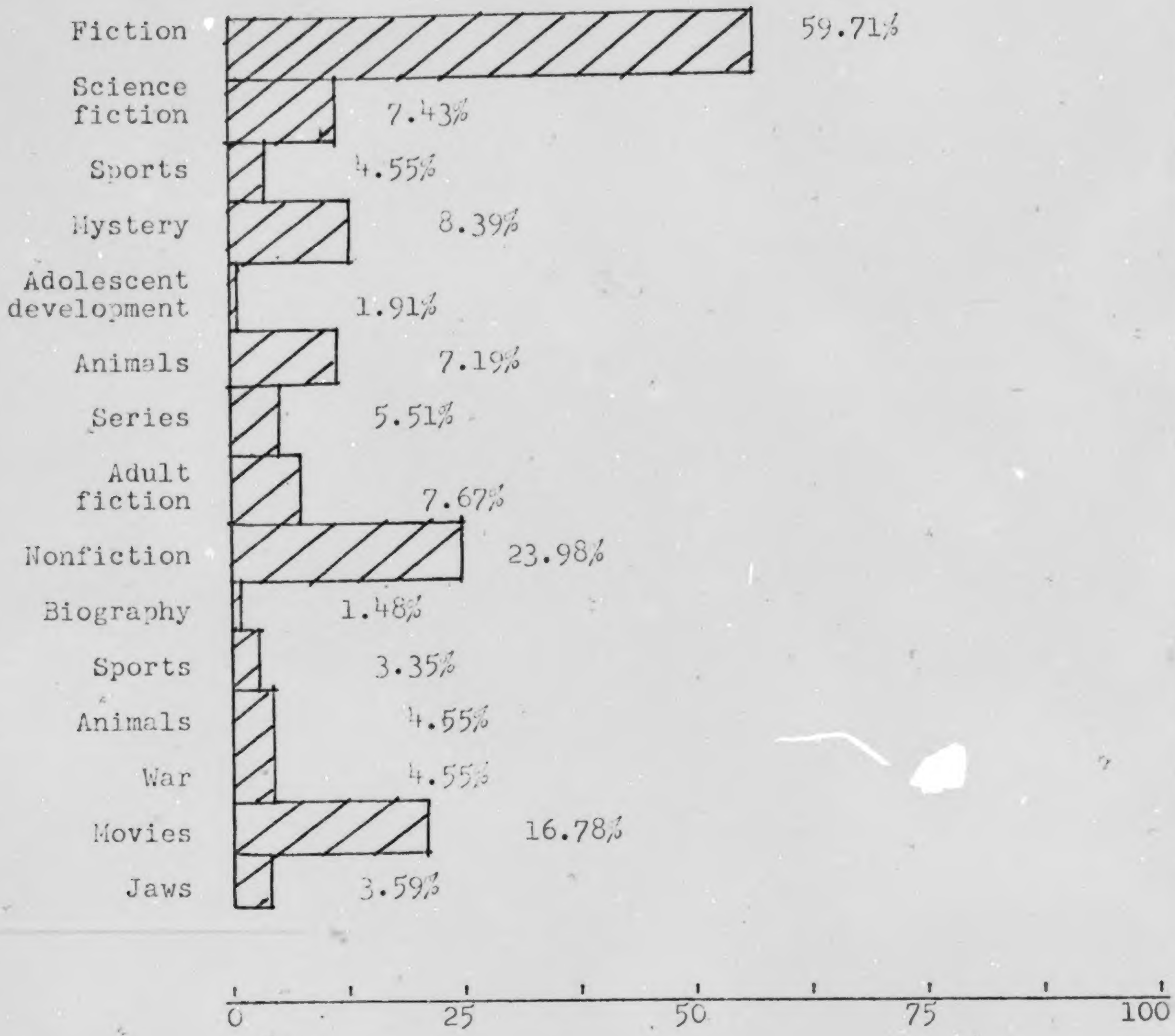

Figure 9: Reading Interests of Readers, Males

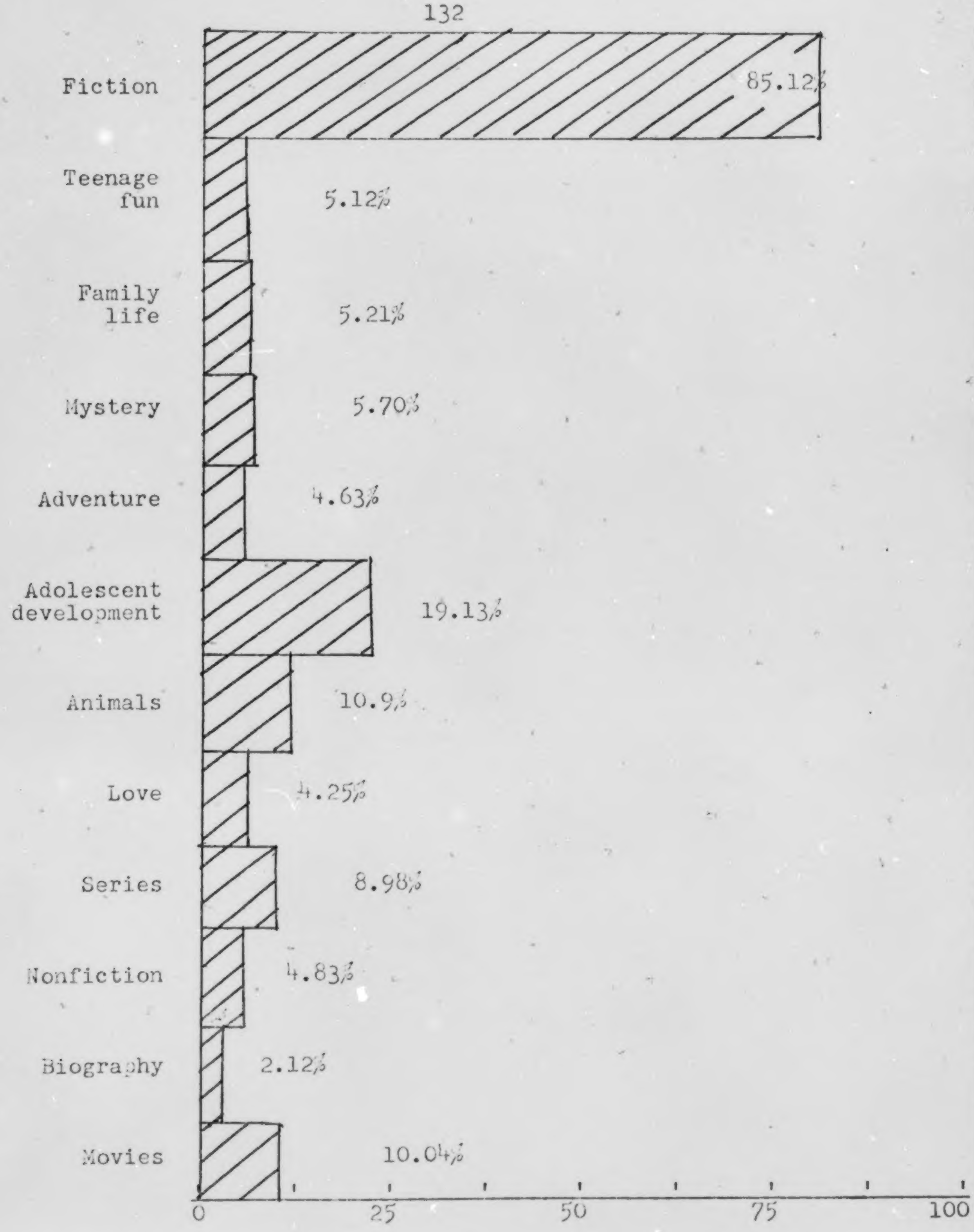

Figure 10: Reading Interests of Readers, Females

TABLE 9

Reading Interests of Nonsample,
Males and Females Combined (N = 1838)

Fiction	N	%
Adolescent development	945	13.02
Science fiction, detective, mystery, war, disasters, ghosts	319	4.39
Animal	698	9.64
Fairies, legends	115	1.58
Series	520	7.16
Miscellaneous	2500	34.44
	5097	70.23

Nonfiction	N	%
Sports	285	3.92
Poetry	6	0.09
Biography	253	3.48
Miscellaneous	807	11.12
	1351	18.61

Books of movies or television series	N	%
Jaws	332	4.57
Others	487	6.71
Total movies or television	819	11.28
Overall total	7267	

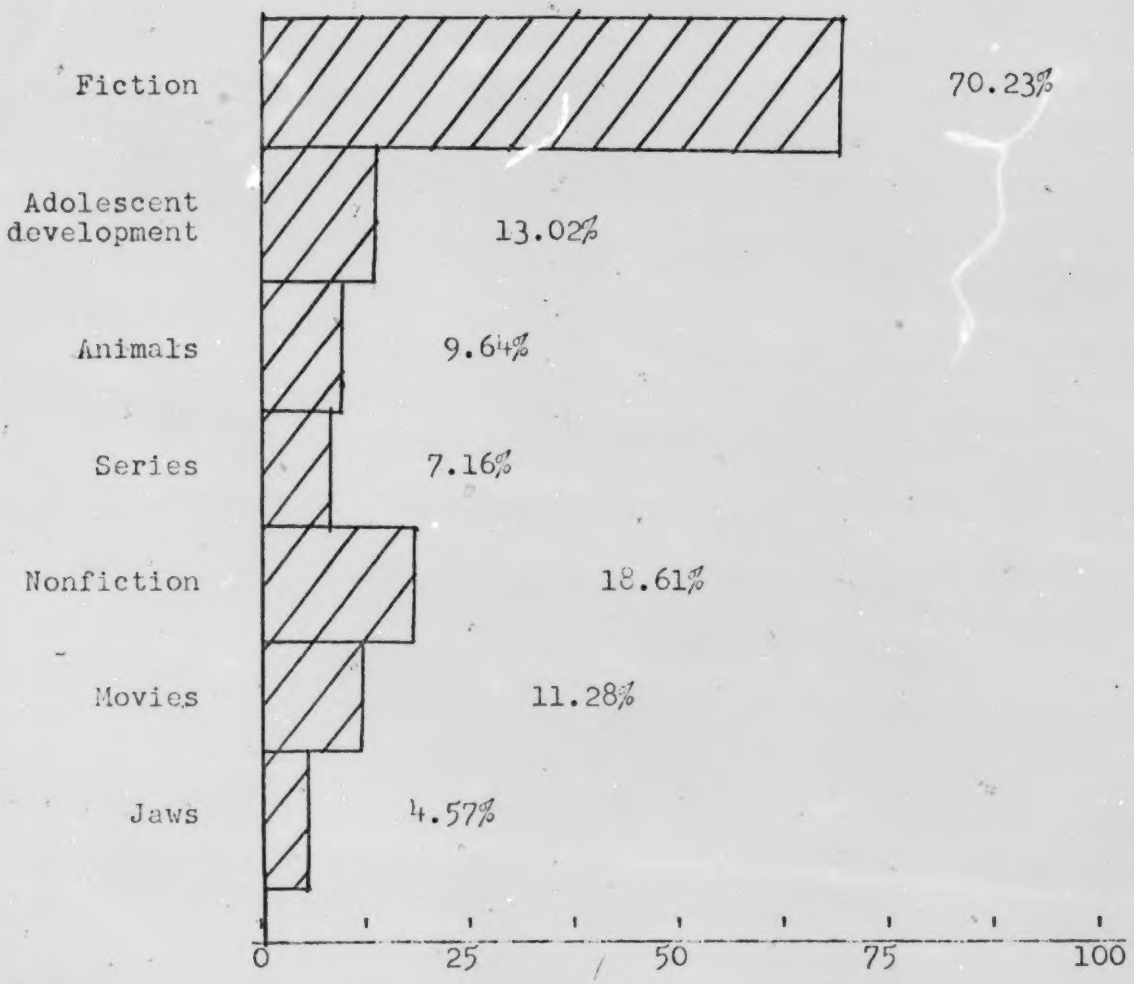

Figure 11: Reading Interests of Nonsample, Males and Females Combined

TABLE 10

Reading Interests of Nonsample Females (N = 931)
and Males (N = 907) Treated Separately

Fiction	Females		Males	
	N	%	N	%
Adolescent development	787	21.16	158	4.47
Science fiction, detective, war, mystery, disaster, ghosts	75	2.13	244	6.91
Animal	340	9.24	358	10.15
Fairies and legends	62		53	1.50
Series	356	9.67	164	4.4
Miscellaneous	1500	40.54	1000	28.35
Total fiction	3059	83.10	1977	56.05

Nonfiction	Females		Males	
	N	%	N	%
Sports	18	0.48	267	7.32
Poetry	4	0.10	2	0.05
Biography	119	3.21	134	3.79
Miscellaneous	105	2.83	702	19.90
Total nonfiction	246	6.75	1105	31.32

Continued ...

TABLE 10 (CONTINUED)

Books of movies or television series	Females		Males	
	N	%	N	%
Jaws	130	3.56	202	5.72
Other	244	6.70	243	6.88
Total movies or television	374	10.21	445	12.61
Overall total	3680		3527	

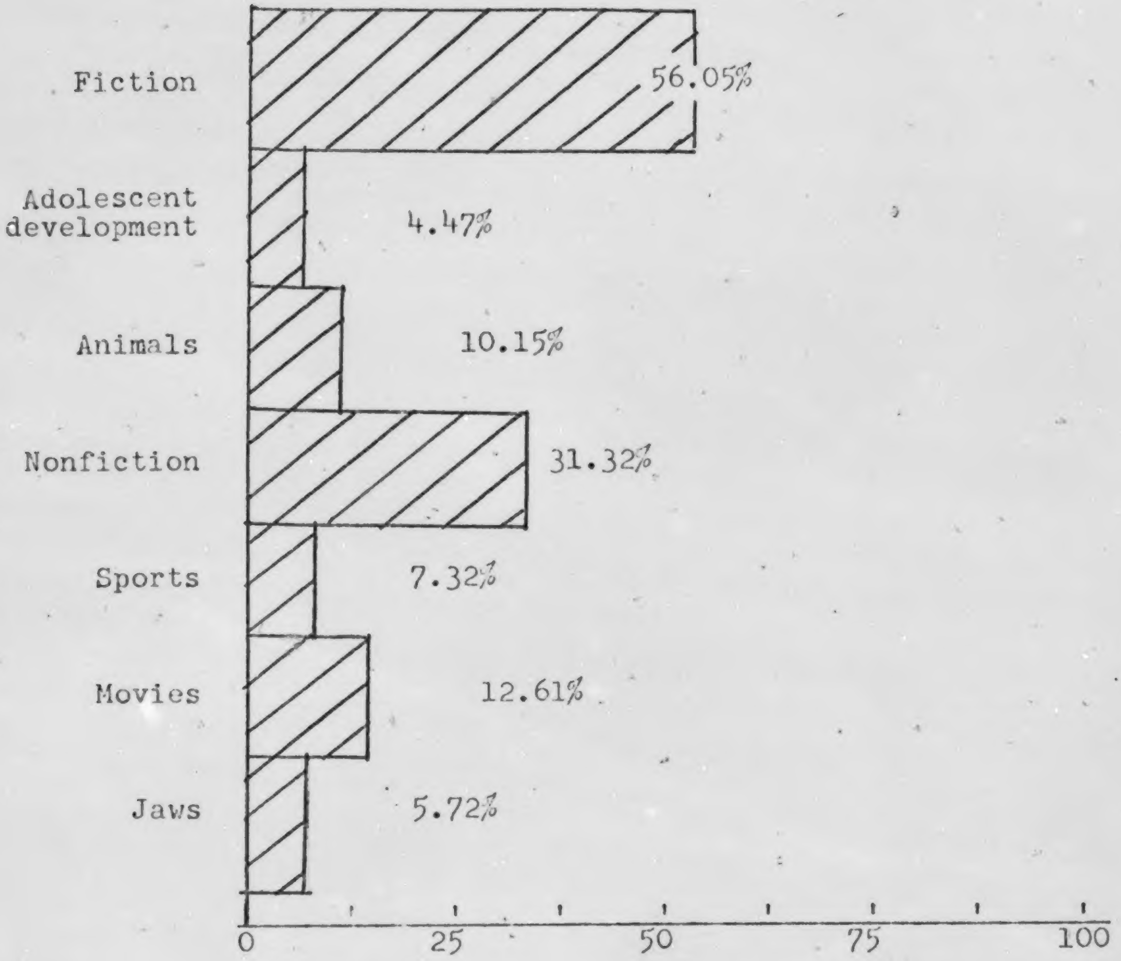

Figure 12: Reading Interests of Nonsample, Males

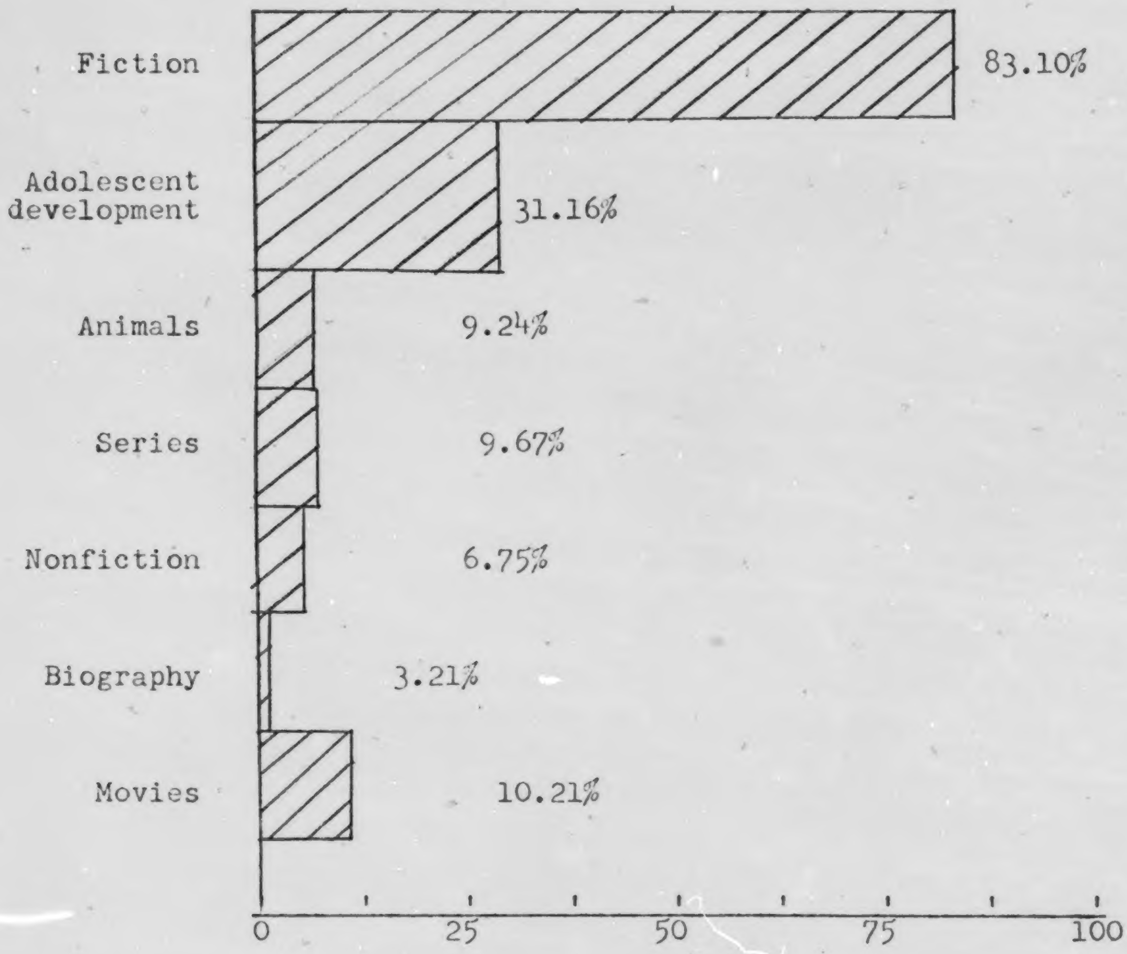

Figure 13: Reading Interests of Nonsample, Females

TABLE 11

Readers and Nonreaders by School and Socioeconomic Level Schools Servicing

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LEVEL 1 - High Socioeconomic Areas

Number of schools = 17

Total number of Grade VII students = 886

Total number of readers = 119

Percentage of readers to total students = 13.4%

Total number of nonreaders = 97

Percentage of nonreaders to total students = 10.96%

LEVEL 2 - Schools servicing medium level socioeconomic areas

Number of schools = 24

Total number of Grade VII students = 1192

Total number of readers = 119

Percentage of readers to total students = 9.98%

Total number of nonreaders = 146

Percentage of nonreaders to total students = 12.16%

LEVEL 3 - Schools servicing low level socioeconomic areas

Number of schools = 23

Total number of Grade VII students = 961

Total number of readers = 76

Continued ...

TABLE 11 (CONTINUED)

Percentage of readers to total students = 7.88%

Total number of nonreaders = 152

Percentage of nonreaders to total students = 15.98%

SUMMARY	Readers %	Nonreaders %	
Level 1	13.4%	10.96	High
Level 2	9.98%	12.16	Medium
Level 3	7.88%	15.98	Low

Readers and Nonreaders by Place of Residence in the City

Examination was made of patterns or grouping of readers and nonreaders plotted on a map by place of residence in the city (see Figure 14). Most areas displayed a fairly even division of readers and nonreaders. Surprisingly the more affluent areas of the city, predominantly in the south areas seemed to have no greater number of readers than other areas. There was no apparent relationship displayed between public library branches and booktrailer stops and clustering of readers.

There were two areas which showed a higher percentage of readers or nonreaders. The area circled on the map slightly north and on the western limit of the city shows a large concentration of readers, about 1 to 43. By contrast the area circled on the map north east of this area shows an opposite tendency towards a predominance of nonreaders (4 to 1). Area A is a fairly new area of the city, its residents being best described as socially upwardly mobile. Area B includes some of the downtown core of the city with a high percentage of native population and a large complex in the northern portion of low income housing.

School Visits to Schools with Most Readers and Nonreaders

Visits were made to the four schools which were shown to have the most readers or the most nonreaders in the city. The investigator, using the schedule outlined in Appendix B,

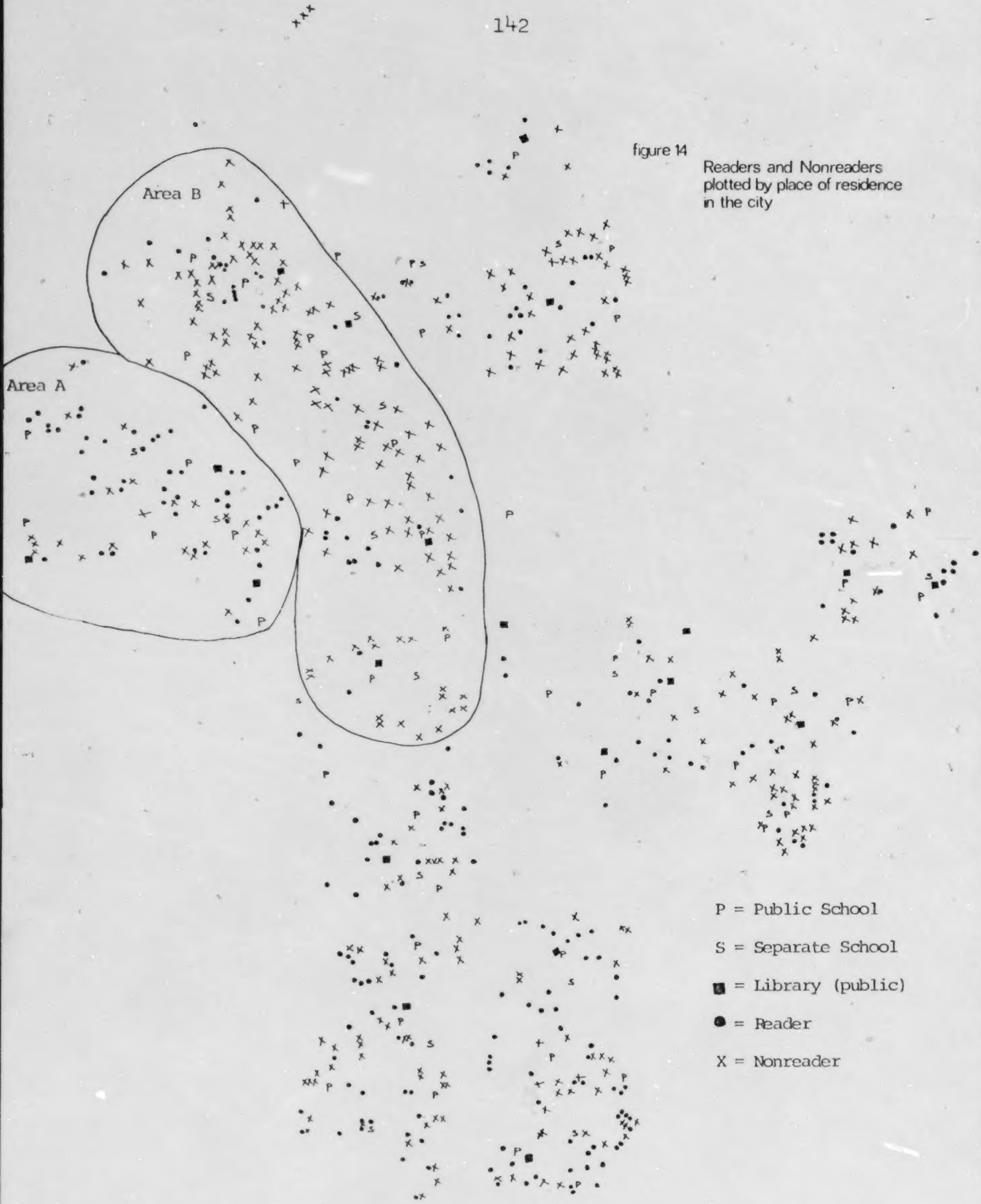


figure 14

Readers and Nonreaders plotted by place of residence in the city

Area B
Area A
P = Public School
S = Separate School
■ = Library (public)
● = Reader
X = Nonreader

Section 5, spent some time in each of the schools, visited the school library and spoke with the Principal, Grade VII teacher and if appropriate the teacher in charge of the library.

It should be explained that for all the separate schools there are only 2 full time and 2 part time librarians and 3 full time librarians in public elementary schools. Most of the libraries have fairly adequate resources in terms of books and other library materials. If a librarian is not available in the school, a teacher usually takes care of the library in addition to her usual teaching load with the assistance of parent and student aides. Expertise is available from a central board office with fully qualified school librarians and central cataloging facilities. These personnel order materials, provide consultation and set up new libraries. None of the schools visited in this part of the study had full time school librarians.

Schools with High Percentage of Readers and Small Percentage of Nonreaders

School Visit 1

Code	Level	Readers	% Readers	Nonreaders	% Nonreaders	N
33	2	22	24.44	2	2.22	90

This school had the highest percentage of readers in the city, and services an area of the city assessed at socioeconomic level 2. The Principal described the school as being in an area in which the parents have high aspirations for their children and hope that they will have better jobs and status than they themselves have attained. In other words he sees this as a socially upwardly mobile area. He evidenced this assessment by explaining that there is a great deal of interest displayed by parents in school activities, immense numbers of books are bought from book clubs and parents frequently visit the school for extra teacher interviews.

The resource centre is adequate, but not exceptional, it is looked after by a teacher volunteer with help from parent and student aides. The library is kept open from 4:00 to 4:30 p.m. but gets little use. Other attendance at the library is on an assigned class schedule, although individuals are allowed to use the library at any time.

The researcher spent a considerable amount of time speaking with the Grade VII teachers, all of whom are very enthusiastic about reading and have free, individualized reading programs. One of the teachers particularly impressed the researcher with his attitudes to reading and on closer examination of the results it was found that he had a large percentage of the group of readers in his class. This particular teacher has purchased his own classroom library of books, mainly paperbacks, adding 100 new titles to this each year and has a classroom period of at least 15 - 45 minutes a day of sustained, voluntary reading. He allows the children to read comics and magazines or paperbacks from the classroom library during this period. Each student is assessed as to reading level and a chart kept of how much improvement takes place and the amount of reading carried out. He assessed "reading as the backbone of all subject areas, and a means of personal growth." He himself reads during voluntary reading sessions or discusses titles with those who have just finished a book. He does not use the literature text in English periods because he says that he himself would find it too boring. Slower readers can use high interest, low level reading sets which he also has in the classroom. He showed the investigator records of two children in his class, a girl who had a 22 month reading growth in 8 months and a boy who had 11½ month growth in a similar period of time.

This is a school with a high level of extracurricular activities, a great deal of parent interest and participation and a progressive and concerned Principal. However, the clue to the high level of reading seems to rest mainly with this particular teacher who finds reading important and by his attitude undoubtedly has encouraged his students to read widely.

School Visit 2

Code	Level	Readers	% Readers	Nonreaders	% Nonreaders	N
5	3	11	24.44	5	11.11	45

This school had the same percentage of readers in the city as the previous school, but a slightly higher percentage of nonreaders. It was therefore assessed as having the second highest incidence of reading in the city. This is a very old school in a poorer socioeconomic area in the city, but quite close to the other school described in School Visit 1. Once again it could be described as an upwardly socially mobile area and not depressed as some areas given a Grade 3 level rating.

The resource centre is about the size of two classrooms with very few books, many of them old and with very little organization. It has only been in existence for about two years. There is no organization of audio-visual material at all. The library is not open after school and students come to the library at assigned times. There is very little usage of the library by individual students.

The Principal, an extremely bright, perceptive man, believed that the reason for the high number of readers at his school rested with the Grade VII teachers who, he said, had a sincere love of reading, and the Grade V and VI reading teachers who gave reading skills a somewhat traditional emphasis.

In speaking with the Grade VII teachers I found them very keen on encouraging reading. They both read aloud to their students and allowed children to read comics and magazines in their independent reading periods. They often had strong readers, reading to weaker readers. They also discussed books or articles in the classroom with their students and gave periods on newspapers, dramatization of books and current events. They reported, too, that the orders of books from Book Clubs were extremely high.

Once again the type of area from which this school draws may account for the enthusiasm for reading but it seems more likely to be sparked by the obvious concern and level of reading interest displayed by the teachers of these children.

Schools with High Percentage of Nonreaders and Small Percentage of Readers

School Visit 3

Code	Level	Readers	% Readers	Nonreaders	% Nonreaders	N
58	3	3	9.67	15	48.38	31

This school is in a rather depressing lower socio-economic area in the city. There seems to have been a slow decline in the area over the last few years from its former relative affluence. The school at present has only about 200 students with seven and a half classrooms. At one time it was a large school with more than 500 students. The Principal feels that parental expectation and ambition for their children is low in this area. There seems to be an apathy on the part of parents and children to get involved in school programs or activities. He feels that the parents do not understand what the schools are striving to educate for. Very few of this school's students will probably graduate from Grade XII, most will probably leave school as soon as they legally can. The teachers find that the children often come to school very tired after watching the late movie on television. There are a high percentage of single parent families and working mothers in the area. The Principal described the children as "not bad or malicious on the whole." Only three families have children who have been serious problems because of neglect or delinquency. However, the Principal has found the children more noisy and attention seeking than others he has taught.

The school has an excellent resource centre, in fact the brightest, most attractive visited. It has carpet, curtains and a sunny aspect. There is no librarian, but the Grade V teacher is very keen and gives a lot of volunteer time in the library with help from student aides. The collection is quite extensive for the size of the school, it is catalogued and attractively arranged. There is a good collection of paperbacks and a few rather poorly chosen magázines. In addition to books, the school has four overhead projectors, a 16 mm. projector, a record player and television in every room and several filmstrip projectors. The students are allowed to use the library after school and each class is assigned to the library for one library period at least once a week.

Most of the hardcover books and the magazines are never used, although there is more use made of the paperback books. The science section is the most used section of the library apart from the paperback books.

In speaking with the Grade VII teacher the researcher found that he had made very little effort to encourage reading and seemed to have very little interest himself. However, he and the rest of the staff made a great deal of use of audio-visual materials from the Central Board Office and says that "you need to be a television set to turn these children on." He uses the standard textbook in English class and does not require that the children undertake any other independent reading. In their library period students are allowed to do their homework. He tried insisting on book reports but found they just copied from the dust jacket, so gave that up. He says that the students show serious weaknesses in creative writing and language development and have slightly lower than average scores on the Canadian Test of Basic Skills recently completed. This teacher has given up on encouraging reading, he seems to be disinterested himself and to expect that the children will only respond to audio-visual methods and materials.

School Visit 4

Code	Level	Readers	% Readers	Nonreaders	% Nonreaders	N
32	2	0	0	14	31.11	48

This school is in the area circled on the map as Area B. It was described by the Principal as serving a very mixed socioeconomic area. Included in the school population are a large number of very mobile families with large numbers of children in low income housing units. The high degree of problems with learning to read have necessitated having a large amount of remedial reading help from the Central Office. The school has a high percentage of children diagnosed as having serious perceptual handicaps.

This school does not have a resource centre yet, just a small cupboard-like room with a few books in it. There are no classroom libraries. Some teachers because of the lack of library facilities make use of the nearby Public Library Branch during classes. Research skills are not taught and the library is too small for a whole class to use it at one time. The school will be getting a larger, classroom-size resource centre in the next year.

Again the Grade VII teachers seem apathetic about reading and are making little effort to encourage voluntary reading. They use textbooks in literature class and require some book reports. Unlike the schools with high incidence of reading, the teachers seemed not to have initiated any book reading except as required by the school curriculum.

Conclusions from Questionnaire I

Amount of Reading

Grade VII students in this study read an average of

21.96 books a year. However, impressive as this may seem, 16.31% of children read only two books a year or less, while only 11.7% read two books or more a week. Most children average between reading one book a week or one book a month, 67.28%. It was found that for this sample girls read far more than boys; girls read an average of 32.68 books a year and boys 18.84 books a year. Boys formed a smaller portion of the reader sample, 29.7%, and a large portion of the nonreader sample, 70.3%.

Reading Interests

While all children preferred fiction to nonfiction, large differences were found between the reader and nonreader groups and between boys and girls. All groups displayed strong influence in their choice of reading by movies and television programs.

Nonreaders were more likely to mention nonfiction books than readers, 32.15% compared to 10.76%.

Comparison of Readers and Nonreaders by Socioeconomic Level of Place of Residence

Although a trend was noticed for readers to come from middle or high socioeconomic level areas in the city, this was not as strong a trend as might have been expected. Even a cursory examination of the map in Figure 14 will indicate that a large number of exceptions were found to this trend. All areas showed numbers of readers and nonreaders although Area A showed a tendency to have large numbers of readers and Area B to have nonreaders.

School Visits to Schools with Most Readers and Nonreaders

The school visits suggest that the socioeconomic level of the city does have some influence on a child's reading but far more important is the personal example and teaching methods of individual teachers. In the schools with the most readers the most significant factors were not the school libraries but the encouragement and enthusiasm for reading that particular teachers had communicated to their students. Without these teachers it almost certain that these schools would not have had a higher incidence of readers than any other schools in the city.

Questionnaire II Analysed

An estimation of the relative importance or ordering of each factor or variable as a contributor to the development of reading or nonreading was obtained by two multivariate analyses. The first, multiple regression analysis considered the relative contribution of certain variables to the dependent variable, amount of reading. Discriminant analysis, the second technique used, examined the relative ability of the same variables to distinguish between the readers and nonreader sample groups.

Predictors of Amount of Reading

Multiple Regression Analysis

In this analysis separate multiple correlations were calculated, between amount of reading and various combinations of the ordinal, interval and ratio variables which were not heavily saturated with reading. The procedure was commenced by listing the single item which had the highest correlation with reading amount, and then adding a second item which, when combined with the first, yielded the largest increase in the proportion of the reading amount variance accounted for. This was then repeated, adding a third variable (the one which yielded the largest increase in variance accounted for after the first two), a fourth, and so on. The largest contributors to the multiple correlation between reading amount are shown in descending order in Table 12. The largest single predictor is listed first, with lesser predictors following in descending order. For each predictor, the new multiple R is shown, along with the increase in criterion variance accounted for by its addition.

As usual in multiple correlation studies with these kinds of data, a substantial proportion of the criterion variance was predictable from a very small number of the predictor items, with the increase in criterion variance resulting from the addition of more predictors falling off sharply after the first few predictors. This results from

TABLE 12

Multiple Correlations Between Amount of Reading and Selected Variables

Variable	Multiple R	Increase in R^2
Literacy	.505	______
Sex	.632	14.47%
NBooks	.684	6.78%
HQuiet	.697	1.86%
SLib	.707	1.31%
IQ	.715	1.19%
MLib	.725	1.39%

the simultaneous occurrence of relatively large intercorrelations among the predictor items, along with relatively small correlations between all but a few predictors and the criterion. In the present case, it was possible to predict 52.56 per cent of the variance of amount of reading from a combination of only seven of variables entered. After these seven there were a number of items which simply made smaller and smaller additional contributions to the prediction of criterion variance.

Examination of the major predictors listed in Table 12 indicates that the major factor underlying how much reading was done was the reading ability of the subjects or their score on a literacy test. Presumably, those who read well experienced reading as a pleasurable pastime and so engaged in it for longer periods of time than those who found reading more difficult. The next most important predictor was the sex of the subjects; girls were far more likely to read than boys. The number of books the subjects owned, also proved to be an important factor, as was having a quiet place at home to read. The IQ of subjects proved to be somewhat less important, as did whether the subjects mother or siblings used a library.

In spite of the amount of variance taken into account (52.56%), a large amount of reading variance (47%) cannot be predicted, either because at present there are no measures or tests sensitive enough to quantify these factors and/or because the factors themselves are unique to the individual members of the sample.

Since literacy proved to be such an important variable and because it is in fact reinforced by the act of reading, a second multiple regression was run to see if leaving literacy out would make a significant difference between the variables found to predict reading.

A summary table of this analysis is given in Table 13. Of the variance in reading 54.84% was accounted for by the variables selected in this second analysis. Almost exactly the same variables were selected with three more contributing substantially for a total of 10. The number of books the child owns was found to be the most useful predictor accounting for 22.95% of the variance, followed in order by sex, IQ, if child likes someone to read to him, number of things liked most about school, if child's brothers and sisters use the library, and two new variables appear, namely, whether the child likes school and if the child's father uses the library.

Correlations between Amount of Reading and Most Important Variables

On the basis of the multiple regression analysis, appropriate measures of association were obtained between the more important variables and the dependent variable, amount of reading. The strengths of the correlations varied from .0942 to .7166, and accounted individually for between 9% to 51% of the variance of amount of reading.

TABLE 13

Summary Table of Second Multiple Regression Analysis Without Literacy

Variable	Multiple R	Increase in R^2
N Books	.47906	———
Sex	.60050	13.11%
IQ	.66019	7.52%
HQuiet	.68345	3.12%
MLib	.70001	2.29%
SReady	.70854	1.20%
NMSchool	.71765	1.30%
SLib	.72463	1%
Scho	.73179	1.04%

Only 12 of the variables accounted for 15% or more of the variance (see Table 14).

It will be noticed that many of the same variables prove to be important in this simpler analysis, although various additional variables rather heavily weighted with reading emerge. Variables not saturated with reading such as neuroticism, extroversion and watching television have little or no correlation with the dependent variable, amount of reading.

Discriminators between Readers and Nonreaders

Discriminant Analysis

Ordering of the most efficient discriminators between the two groups of readers and nonreaders was carried out using discriminant analysis. This is a statistical device which weights and evenly combines the dependent variables so that the groups are forced to be as statistically distinct as possible. Only interval and ratio measures not heavily saturated with reading were entered into this analysis.

Results of the step-wise procedure are summarized in Table 14. Only the variables listed were selected before the addition of Rao's V became nonsignificant. These 7 variables produced a very high degree of separation as indicated by the final Wilks Lamba (.48261) and a canonical correlation of .7562 or 57.18% for the first discriminant function.

TABLE 14

Correlations Between Amount of Reading and Most Important Variables

Variable	With r Amt. of Reading	% of Variance Accounted For	p
Does child read fiction books?	.7166	51.35%	.001
Reasons for child not reading	.6742	45.45%	.001
Does child read nonfiction books?	.5857	34.30%	.001
Does child like someone to read to him?	.5556	30.86%	.001
Literacy score	.5055	25.55%	.001
Number of books child owns	.4791	22.95%	.001
IQ	.4731	22.38%	.001
Sex	.4591	21.07%	.001
How often child goes to public library	.4492	20.17%	.001
Whether child buys books with his own money	.4293	18.42%	.001
Where child gets his books from	.4076	16.61%	.001
What child likes to do in spare time	.3887	15.10%	.001

TABLE 15

Discriminant Analysis for Reader and Nonreader Groups

Step Number	Variable	Wilks Lamba	Rao's V	Change in Rao's V	Sig.
1	Sex	.73496	77.53143	77.53143	.001
2	Literacy	.58052	155.30156	77.77013	.001
3	N books	.53497	186.82878	31.52722	.001
4	Plays	.51562	201.91638	15.08760	.001
5	Lang M	.50351	211.94603	10.02965	.002
6	N child	.49219	221.76871	9.82268	.002
7	Moved	.48261	230.43896	8.67026	.003

Since there are only two groups, only one discriminant function is possible. The Chi-squares tell us that a statistically significant amount of discriminating information still exists. In fact only 57.18% of the variance in the discriminant function can be explained by the differences between the reader and nonreader groups. However, all variables entered in the step-wise discriminant analysis cause an increase in the value of Rao's V indicating that they do not include information already included in the previously selected variables. With the exception of literacy each variable entered contributes progressively less.

A little over half of the variance in the discriminant function can be explained by the above mentioned variables. Once again we can only conclude that the other half of the variance can only be explained by unquantifiable variables and/or by the uniqueness of the individuals.

The step-wise procedure employed selected sex as the single best-discriminating variable and then literacy as a second criterion variable best able to improve the value of the discrimination criterion in combination with the first variable. Third and subsequent variables were similarly selected according to their ability to contribute to further discrimination.

Several new variables appear in this analysis, although the same ones which were most important in the multiple regression equation appear again. Some of the new factors are those concerned with the home environment.

A second discriminant analysis was run in which some of the variables more heavily weighted with reading were entered, as well as those variables which distinguished between readers and nonreaders on the basis of the kinds of books that were read. (See Table 29)

Interestingly, the type of book read by the child, fiction or nonfiction, now becomes the strongest predictor and the number of books the child owns becomes far less significant. This suggests that although the amount of books available to children is an important indicator of amount of reading, the type of books or reading material available is far more important. Only 6 variables were found to be contributing anything like a substantial change in discriminatory powers. In order of prediction or power these were: how often the child reads fiction, how often the child reads nonfiction, sex, literacy, how often the child's mother uses a library and if the child buys books with his own money.

Crosstabulations between Reader and Nonreader Groups and all Dependent Variables

Again, the variables with high Kramer's V or Phi which were significant tended to be heavily saturated with reading and the availability of books. Apart from these the most important variables proved to be literacy, what the child likes to do in his spare time, number of books the child owns, IQ, sex and full-scale self-esteem (see Table 16).

Conclusions of Statistical Analysis

There is no doubt that the three most important predictors and discriminators of reading behavior proved to be sex, literacy and amount of books the child owns. These three are first out in both the discriminant analysis and multiple regression analysis as well as yielding significant and substantial Chi-squares in other analysis. IQ proved to be less important than expected and most other variables tended to demonstrate rather erratic performance. Although heavily weighted with reading, the types of books the child reads and why he reads also proved to be important predictors and discriminators.

Case Studies

Although time consuming and yielding statistically unreliable data due to the small number of cases involved, the case studies presented unique information which could not have been obtained by any other means than direct contact with individual children.

Tables 17 and 18 illustrate the patterns displayed by readers and nonreaders on various psychological tests and personal variables. The twelve readers are described and discussed in detail first followed by the ten nonreaders.

TABLE 16

Crosstabs Between Reader and Nonreader Groups and Significant Dependent Variables

Variable	Kramer's V or Phi	% of Association	p
Does child read fiction books?	.72075	51.94%	.001
Literacy	.59620	35.54%	.001
Kind of book child dislikes	.5879	34.56%	.001
Does child read nonfiction books?	.5725	32.77%	.001
Type of books child likes the most	.5720	32.71%	.001
What child likes to do in spare time	.52604	27.67%	.001
How often child goes to public library	.50111	25.11%	.001
Number of books child owns	.48570	23.10%	.001
IQ	.48469	23.49%	.001
Sex	.48055	23.09%	.001
Type of books child likes second best	.4519	20.42%	.001
Where child gets books from	.43113	18.58%	.001
How watching TV affects reading	.43000	18.49%	.001
Full-scale self-esteem	.40855	6.69%	.001

TABLE 17

Description of Reader Case Studies for Certain Psychological and Personal Characteristics

Case	Self Rating	Age	Myers Briggs Type Indicator	Self-esteem Academic	Self-esteem Full Scale	IQ
John 069	+2	13	ISTJ	7	62 medium	118
Helen 165	+2	13	ESFJ	2	60 medium	112
Kaye 163	+2	12	ENFP	5	74 medium	127
Paula 117	+1	14	ESFJ	7	80 high	75-90
Phillip 012	+2	12	ISFP	1	46 medium	90
Jane 118	+2 to +3	12	ISFP	3	65 medium	110-125
Scott 013	+3	14	ISFJ	2	60 medium	90-110
Dawn 257	+3	12	INFP	4	44 medium	116
Michael 071	+2	12	ESTJ	4	64 medium	112
Paul 068	+1	12	ISTP	5	82 high	100
Phillip 070	+2	15	INFJ	6	76 high	na
Jenny 164	+2	13	ISTJ	6	84 high	118

Continued ...

TABLE 17 (CONTINUED)

Case	Literacy	Neuroticism Score on EPIN	Family	Learning Style Preference	Main Reason for Reading
John 069	10.5	17	1 of 3	Reading	Information
Helen 165	7.6	15	3 of 7	Reading	Escape
Kaye 163	9.3	6	1 of 2	Reading	Escape
Paula 117	5.6	7	3 of 3	Reading	Modelling
Phillip 012	8.5	18	only	Reading	Escape
Jane 118	8.3	20	1 of 4	Television	Recreation
Scott 013	6.7	19	1 of 9	Listening	Escape
Dawn 257	8.5	17	8 of 10	Reading	Escape
Michael 071	7.3	10	2 of 2	Reading	Escape, Information
Paul 068	5.0	10	only	Reading	Recreation, Information
Phillip 070	na	5	2 of 2	Reading	Escape
Jenny 164	7.3	16	2 of 2	Reading	Recreation

Helen, Case 165

Self-rating	Age	Myers Briggs	Self-esteem		IQ
			Academic	Full Scale	
+2	13	SFJ	3	60 medium	112

Literacy	Eysenck (EPIN)	Family	Learning Preference
7.6	15	3 of 7	Reading

Home Background and Parental Attitude to Reading

Both the neighborhood and particularly Helen's house are quite "run down." The front door was broken and an old and disused washing machine was on the front porch. Several tiles appeared to be off the roof and there were several things lying around the yard. Helen's mother is Indian and her father Metis, and there are seven children, six of whom are presently living at home. The eldest is 20 and married and the youngest is seven. One of the boys is already working and the two eldest children both dropped out of school at 15. Helen's father did not take part in the interview. He has a Grade VIII education and has worked on a farm. He is presently employed laying cement for sidewalks. He is a very gruff, dirty frightening looking man whose only comments were "Why would you want to talk to her (Helen) she doesn't know anything" and "if she (Helen) looks at the camera she'll break it." Helen seemed quite nervous when he was in the room. Mrs. B. has only a Grade VII education and before her marriage worked as a cook and a waitress. She is keen at present to take upgrading so that she can get a job. She appears to be very concerned about her children and is keen for them all to "get an education and travel before they settle to something." When I arrived she was making bread while watching television. Cree is spoken in the home most of the time. Helen's mother likes to read and considers it is important to read. She buys some books from the book exchange and occasional magazines, she also reads books Helen brings home from school. Helen's father does not read at all and feels it is a waste of time. Some of the other children in the family read. Mrs. B. says that Helen has always liked to read although she did not read to her when she was small. The home has given Helen very little encouragement to read, most of the interest in books in the home has been sparked by Helen herself.

The Subject

Helen is slight, of average height and not physically matured, she is very attractive with long, dark hair. She seems a very responsible child who is frequently called on to babysit her younger brothers and sisters and to do the housework. She has had no serious illnesses or long absences from school although the family has moved 12 times. Helen has quite a few hobbies and interests, she plays guitar and sings in a choir and takes judo lessons. Her favorite pastime is reading. Helen uses the booktrailer, and school library or gets her books from friends. She does not read comics and enjoys westerns, romances and animal stories the most. There were 4 books from the school library in the house at the time the investigator called. By choice she does not watch very much television but since the set is almost always on and in the living room, it is quite hard to avoid watching some programs. Helen likes to read to get information and for pleasure, her mother believes "she likes to dream." Helen feels that she is reading more all the time and enjoying it more. She has two very close friends who were also included in the 'reader' sample, who "read a lot more than me." Helen prefers to learn about things by reading rather than by listening or watching television, she says "she can imagine just what the people look like."

Psychological Tests

Helen's IQ is in the bright normal range and in keeping with her ambition of becoming a nurse or a teacher. Her literacy level is somewhat lower than the mean for the reading group, 7.6 as opposed to 8.0. Her self-esteem is quite low for the sample, too (60 compared to 84) and this would appear to be because she tends not to be accepted in school, possibly because of her native background. Her Myers Briggs type ISFJ describes her as "quiet, responsible and conscientious." Her score on neuroticism was a little above the average for the group (compared to 13.5 for the group average).

Teacher's Assessment

Helen's teacher says she is a well behaved, average student with good neat work habits but is somewhat withdrawn socially and not well accepted by the class. She does not like to participate in sport but is talented in French, Composition, Art and Music. She is easily frustrated and does not react well to change or new situations. Her teacher would estimate Helen to have a low self-esteem as she is easily frustrated, sullen if criticized and hesitant to speak out in class.

During the year the class had a substitute teacher for three months. Helen reacted very badly to this teacher whom she did not like. She was constantly in trouble, was rude and arrogant and difficult to handle. Within three days of the return of her own teacher she was back to normal.

Why Does Helen Read so Much?

It is estimated that the modelling given by her mother, her above average IQ and her friends who read have all contributed to the development of her reading habit. Her mother, who feels she wants to "dream" and her teacher who thinks she reads to "retreat" are probably correct. Helen's somewhat low self-esteem, her lack of acceptance in school, her father's bullying attitude and overcrowded living conditions may all arouse in her a desire to withdraw into the world of books. Her ability to conjure up images and her tendency to prefer to learn by reading may also have contributed.

Helen's case is of considerable interest because her reading habit has developed in spite of a poor socioeconomic and cultural background, and little sustained encouragement from either parent.

John, Case 069

Self rating	Age	Myers Briggs	Self-esteem		IQ
			Academic	Full Scale	
+2 to +3	13	ISTJ	7	62	118

Literacy	Eysenck (EPIN)	Family	Learning Preference
10.5	17	1 of 3	Reading

Home Background and Parental Attitude to Reading

John lives in an average neighbourhood, the house is an average family house, meticulously clean and well organized. John's mother is a substitute teacher and usually works for about 60% of the time. She has a Grade XII education and one year of University. Mrs. S. would prefer not to work and would rather be at home with her children and to do things she likes in her spare time, however the family needs the money at present. John's father has only a Grade VIII education, has worked as a labourer and now operates some large equipment. There is little job security in what he is doing and John and his mother seem somewhat concerned about this. Both parents would like John to have a University education, if possible.

The parents seem to be somewhat precise and have extremely high expectations for their children. Mr. S. gets quite nervous and has to unwind when he comes home from work. They are a religious family and John is quite involved with his church and its teachings. John's mother is the Sunday School Superintendent at the church.

There has been a fair degree of encouragement for John to read as his mother is an avid reader and often reads whole series of books. John's maternal grandparents who live across the street, also spent a lot of time going through books with him. John's father now reads and will read the same book as John so they can discuss them. However, before John grew up his father hardly read at all, and neither of John's two sisters read very much. Both Mr. and Mrs. S. read regularly to John when he was little, and feel it is important and beneficial for him to read.

The Subject

John is a tall, slim boy, with blond hair and sensitive, rather delicate appearance. He has had no serious illnesses but at present is having some trouble with his eyes. The outstanding impression after talking with John is of his amazing maturity for a boy of his age. He is a quiet boy, quite intense who thinks about the world and current affairs far more than the majority of boys his age. He tends to find what other boys like to do boring and his interests have made him something of a loner. However, he is not a "prig" and is extremely likeable, both his teacher and mother describe him as well respected by his classmates. He discussed the economic situation with the investigator and talked about the need for faith. He says he is not much of an athlete so he would rather be busy inside. He is interested in art and plays the piano and guitar. Although he does not belong to any sports clubs he enjoys participating in all games at school. John's main concerns are that his two young sisters continually gang up on him and annoy him and he is often in trouble for fighting with them. He also gets very nervous if he has to play an instrument or speak in front of a group. He does worry a little that he is not part of a gang. Reading is John's favourite pastime, he uses it as a way to relax and unwind and also to expand his knowledge, particularly in current affairs. He also enjoys reading about other teenagers but his favourite subjects are the North, animals, World War I and II and all adventure stories. He says he "will sometimes recognize characteristics of himself in books." He does not read books about girls. He has almost read everything in the school library so he uses the public library, too. John wants to do a perfect job on school assignments and is very concerned about achieving high marks in school. He researches his assignments very thoroughly. He watches very little television and finds most of it repetitive and boring.

Psychological Tests

John's IQ is in the bright, normal range and his literacy level very high, 10.5 as compared with 8.6 for the reading group. His self-esteem is quite surprisingly low (62 compared to 84) probably because he sees himself as a loner and somewhat unattractive physically. His Myers Briggs Type ISTJ describes him as predominantly "practical and realistic, and good at organizing and running school activities." His score on the Eysenck Neuroticism index was a little high for the reader group.

Teacher's Assessment

John's teacher rates him as the best overall student in his class. He is good at all subjects, being especially good at writing essays. He feels John has amazing wisdom for a boy his age and that he is interpersonally very perceptive. Reading, he feels, has helped develop these qualities and expand his vocabulary. He gets on well with the other children and is well respected by them, something which his teacher feels will continue to grow. He estimates John's self-esteem to be a little low probably because he is such a perfectionist that his actual achievements never seem quite good enough. To sum up Mr. P. described John as "an outstanding human being, and one of the best kids I've ever taught."

Why Does John Read so Much?

John uses reading for recreation and as a means of finding information and expanding his knowledge in all areas. Of all the subjects interviewed he appeared to be the one who was reading the most widely and making the most personal gains from reading. He probably began to read to compensate for some of his feelings of inadequacies and needs to read to attain the high level of achievement he aspires to with his school work. There was some encouragement offered in the home but this has not turned John's two younger sisters into keen readers. He would also much rather learn by reading and is not particularly interested in watching television. John's case is most interesting because of the great breadth of reading interest he displays and the wide degree of general knowledge which seems to have come as a direct result of his reading activity.

Kaye, Case 163

Self-rating	Age	Myers Briggs	Self-esteem		IQ
			Academic	Full Scale	
+2	12	ENFP	5	82	127

Literacy	Eysenck (EPIN)	Family	Learning Preference
9.3	6	1 of 2	Reading

Home Background and Parental Attitude to Reading

Kaye lives in an area of the city rated 2 for socio-economic level, her home is an average middle class home, very clean and quite attractive. Kaye has a very unusual background and one not particularly encouraging to reading. Her mother was married at 18, to a Native Canadian. Kaye was born when her mother was only 19, and eight months later her mother and father separated. Until Kaye was two and a half her mother worked and she was taken care of by an Hungarian babysitter. In fact she learned to speak Hungarian before she spoke English. When Kaye was two and a half her mother had a son by another man and so from the time Kaye was two and a half until she was four Mrs. S. was on welfare and home with the two children. When Kaye was four Mrs. S. went back to school and has worked ever since she completed her education. Since Kaye was seven Mrs. S. has lived with the man who is now her husband. He was not present at the interview but is Scottish and a baker. Mrs. S. at the time of interview was expecting her third child. She has no contact with her first husband and does not allow Kay to either, he also has remarried.

Mrs. S. was extremely co-operative about the interview and very open about Kaye's background. She is very young looking, seemed hyperactive, and somewhat asthmatic. She appeared to be very fond of her children but because of some tenseness and nervousness was quick to lose her temper and scream at them. She says that she has to work because she is easier to live with then and needs to have some money of her own. She appears to have a very high energy level in spite of her pregnancy. She impresses as a very intelligent and independent woman, has Grade XI, an University accountancy course, typing and shorthand. Kaye's real father had Grade IX education and her step-father Grade VIII and trade school.

There does not seem to be too much encouragement given to Kaye to read, her mother approves of her reading but has very little time to read. Neither her real father or step-father read at all. Mrs. S. would much rather watch television and usually has it on in the lounge room. Her mother and babysitter did read to Kaye a little when she was small, but she learned to read herself at the age of four.

The Subject

Kaye is an attractive round-faced twelve year old, very physically mature, with vivacious smile and dimples. She is a very pleasant, natural, happy child. She is probably a little wild, and talks about how she has been expelled from the Public Library because "I beat up a kid who calls me names." She is already interested in boys. She likes to read and listen to music most of all pastimes. She reads more and more all the time, at present about 45 hours a week, about 150 books during the last six months.

Her mother says she reads constantly, in the bathroom, in front of television, in bed,--reading three books sometimes in a night. She describes very little of her reading as being for information, and says she "reads to forget her troubles." Mrs. S. also feels Kaye turned to reading to escape the reality of her rather hard early life. She reads almost exclusively fiction, especially about boys and girls growing up and a few biographies. She does not feel she learns too much about herself by reading. She prefers to learn by reading and can remember things after only reading them once. She says she gets upset because she is not allowed to see her real father. She is also distressed because some of her friends have parents who get drunk or turn them out of the house. "They don't talk to them, like my Mom talks to me, you've got to talk to kids." She has had no physical illnesses and seems to cope very well with her life and seldom gets too upset. She is a very active girl, certainly not shy or reserved, and when she is not reading, is very outgoing and extroverted. She does not really have much idea of what she would like to be, "maybe a teacher, or a secretary or a go-go dancer."

Psychological Tests

Kaye's IQ is in the superior range and her literacy level far surpasses the mean for the reader group. Her score on the Eysenck neuroticism scale is very low for the norms for her age level, 6 as compared to 16. This is extremely surprising in view of her complex and somewhat insecure early life. According to the Myers Briggs Test she has a very high score on extraversion, intuiting and perceiving, with a slightly lower score on feeling. The ENFP type is described as "warmly enthusiastic, high-spirited and imaginative and able to do almost anything that interests her. Can usually talk her way out of any jam with charm and ease." Her self-esteem is 82, and about average for the reader group.

Teacher's Assessment

The teacher assessed Kaye as a good student, who can be a discipline problem and is somewhat aggressive towards the other children. She can be sullen if criticized or reprimanded. However, her work is very good, she reads constantly and has a good vocabulary and a vast general knowledge.

Why Does Kaye Read so Much?

Kaye seems to read so much because she likes to escape from her problems and reading is consistent with her high IQ and literacy level. Her home background has probably contributed very little to her habit except in the sense that during her early years it provided a background that she often wished to escape from.

Paula, Case 117

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+1	14	ESFJ	7	80 high	75-90

Literacy	Eysenck (EPIN)	Family	Learning Preference
5-6	7	3 of 3	Reading

Home Background and Parental Attitudes to Reading

Paula's parents were killed in a car accident when she was four years old and since then she has lived first with her grandmother then with an aunt, and now with foster parents whom she has been with for a little over two years. Her foster parents know little about her background except that her aunt came from British Columbia and dropped her off at the Social Service Building, saying she would come back for Paula. However, she never returned and Paula was placed in an institution before moving into her present foster home. Mrs. P., her foster mother is an extremely warm person and seems to idolize Paula. She feels Paula has fitted very well into the family, with the two older children, who are boys aged 18 and 20. She says Paula needs a good deal of guidance but on the whole is an easily managed child. The home itself is a very attractive middle class home, and Mrs. P. obviously takes pride in being a homemaker and probably wanted to take in a child because her own two are growing up. The eldest son is to be married and will move away. She likes to knit and paint and to read more than anything else. She herself had only a Grade VII education and worked as a bakery clerk and in a laundry before marriage. Mr. P. has Grade VII education and an apprenticeship and is a sheetmetal worker, he was a farmer before being married. The home is fairly conducive to reading because Mrs. P. reads every night and every chance she gets and does not like to watch television. She reads anything and enjoys biography and adventure the best. She tried to encourage Paula to read at night when she was reading.

The Subject

Paula is a strikingly attractive girl, physically mature with lovely olive skin, blue eyes and dark hair. She is friendly although a little shy but quite receptive to being interviewed. She says she has only started to read voluntarily in the last year or so, and hated it before that. She remembers having a lot of trouble learning to read and did not learn to read until she was about ten. Her present literacy level and IQ would confirm the probability of this. She was seldom read to and hardly looked at a book until she came to live in her present home. She would not describe herself as a great reader but she does read each night like her foster mother and likes best to read about other teenagers and especially love stories. She says she learns by reading and it helps her relax. Paula hated school for the first year at her new home and often pretended to be sick so she could miss school. However, lately she hates to miss school and her grades have gone up considerably. She is an active girl, quite interested in boys, fond of sport and learning the guitar. When asked if she worries about anything, she said "only that I might have to be adopted by someone else and getting grounded." She is not very ambitious and would maybe like to work in a store or get married.

Psychological Tests

Paula's IQ is in the dull normal range and her literacy level a year ago was 5-6 somewhat below the grade average of 6-8. There is some likelihood that it has improved since she started reading at home. Her Eysenck Neuroticism score is very low according to the norms for the test and low for this particular group, for which the mean was 13.5. On self-esteem she scored very high with a low lie score and high rating on the academic scale. Her Myers Briggs scores showed her to be quite extraverted and very much a feeling, sensing type. Her self esteem and neuroticism scores are amazing in view of her very unstable background and dull normal IQ, and one can only speculate about the reasons for this. It could be that a stable home up until she was four years old and her obvious contentment in her present situation have managed to overcome the possible psychological damage of her other experiences.

Teacher's Assessment

Paula's teacher says she is an average student and that her marks have gone up in the past year. However, she is sometimes a discipline problem in school. Recently, she has become boy mad and very giggly. She participates well in class now, but was shy and withdrawn last year. She gets on well with the other children and is very pleasant and happy-go-lucky. At present she seems to be up and down, responsible one day and flippant and silly the next. She is very good musically, sings and plays guitar well. Paula's teacher feels her mother is too strict with her and insists for example that she is home at 8:30 p.m. when most of the others in the class can be out until 9:30 p.m.

Why Does Paula Read?

Paula seems to read because her foster mother likes to read and has encouraged Paula to do so. Reading was not developed by Paula as a means of escape and nor is it used in this way now. The development of a voluntary reading habit is extremely unusual in view of Paula's below average IQ and the rather unpleasant memories of her early reading experiences. Paula reads purely for recreation and mainly about teenage love which is one of her central concerns at present.

Phillip, Case 012

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+2	12	ISFP	1	46 medium	90-110

Literacy	Eysenck (EPIN)	Family	Learning Preference
8.5	18	only	Reading

Home Background and Parental Attitude to Reading

Phillip has lived with his maternal grandparents since he was six months old. They were in their sixties at the time of the interview. Mr. W. retired early with high blood pressure and a bad heart, also a prostate gland operation and diabetes. Mrs. W. appeared in good health but suffered a stroke shortly after the interview. Phillip's mother was married very young to Phillip's father but the marriage broke up soon after he was born and Phillip came to live with his grandparents. Since then his mother has been married and divorced again. Mrs. W. has taken care of about 16 foster children at one time or another, many of them Indian or retarded children. At the time of interview she had five foster children in the home, three of the children being quite retarded and one frequently in trouble with the police. One of these foster children has been with the W's for six years, another for five and would have had quite a bit of influence on Phillip. They apparently look up to Phillip quite a bit and he at times exploits them and has them do his chores. Mrs. W. had a Grade VIII education and worked at Kresge's until she was married, Mr. W. had a Grade IX education and worked at Telephones in the Warehouse office for 28 years. Phillip's mother is a Secretary and his father a University graduate. His mother lives and works in Edmonton and his father is now in graduate school at the University. There has not been very much encouragement in the home for Phillip to read as neither of Phillip's grandparents read now at all, although Mrs. W. used to a bit before her eyes became bad. They only read to Phillip sporadically when he was small. Phillip's mother apparently is a good reader and has always sent him books for presents. His father, too, likes to read mainly for his University classes. It is very hard to say how much influence his own mother's reading has had on Phillip. He refused to talk about either of his parents, saying that his grandparents are now his real Mom and Dad. His home is in a low socioeconomic area in the city and Phillip says that few of his friends read. The house itself is typical of working class homes, clean but extremely crowded with eight people living in it.

The Subject

Phillip is an average looking boy somewhat delicate and sensitive looking. He seemed quite sullen and unhappy about being interviewed because he was playing records at the time and did not want to be interrupted. He seemed to be somewhat embarrassed by his grandparents and three of the foster children who were in the house. He would not acknowledge the foster children and when I asked him about them, said they had nothing to do with him and he found them a nuisance in his room. Phillip is a C student, bordering on a B+ grade in some of his subjects. Phillip spends most of his time watching television, listening to records, "roaming around" and above all reading. He is not particularly fond of sport but his grandmother made him play hockey last year. Phillip has always liked to read, has always had books of his own and now spends most of his own money on books, especially pocket books. He says reading "takes him places in his mind" and that he reads mainly to relax but sometimes to learn things. Phillip would like to drive a truck when he grows up to get around a bit, and to get away. He says he will read anything but likes war, gun books, UFO's and ghost stories the best. Phillip has had quite good health for the last few years and has no physical disabilities. Mrs. W. says that she had him to several doctors when he was small because he was so "highstrung" and very upset about his parents. Phillip says that the thing that worries him the most is that his grandmother is always yelling at him. She says he is better now but Phillip still appears to have a latent problem which may worsen in adolescence, especially in view of the delicate health of his grandparents.

Psychological Tests

Phillip's IQ is in the normal range and his literacy level about average for the reader group. His self-esteem full scale score is one of the lowest for the reader group and his academic score of one is the lowest for all the readers. His Eysenck neuroticism score is very high both for the reader group and for the test norms, 18 compared to 13.6 for the test norms. He is very introverted from the Myers Briggs test scores and very high on the perceiving score. The neuroticism score and low self-esteem score suggest that Phillip has some anxiety and the individual answers to items indicate a great deal of depression and feelings of lack of self worth which will probably accelerate as Phillip reaches adolescence and his grandparents' health worsens.

Teacher's Assessment

Phillip's teacher says he is a C student but could probably do a little better. He always makes an effort to get his assignments done on time and is quite careful about them but not very creative. He finds Phillip very mature and alert to other people and their feelings. He accepts change better than most of the other children in his class. He is very responsible and extremely independent and self-reliant in school. Phillip's best subject is literature which is probably due to his constant reading, he sometimes writes poetry. Although quiet Phillip gets on very well with the other children in the class who seem to respect him.

Why Does Phillip Read so Much?

There seems no doubt that Phillip has developed his reading habit in order to escape from some of the harsh realities of his existence. The fact that his mother gave him books as an expression of her concern for him may have contributed, as did the fact that he always owned a lot of books that were his own. His reading probably represents some sublimation of aggression because of his near obsession for reading books about racing cars, war and guns; and some flight into fantasy with his strong interest in ghosts, UFO's and other "strange creatures and things."

Jane, Case 118

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+2 to +3	12	ISFP	3	65 medium	110-125

Literacy	Eysenck (EPIN)	Family	Learning Preference
8.3	20	1 of 4	Television

Home Background and Parental Attitudes to Reading

Jane's home is a pleasant middle class house, in a socioeconomic area rated two on a one to three index. The home appears to be a very stable, normal one and Mrs. L. seems to be very happy with her housewife role and especially

content with her children. The youngest child, a four year old boy was at home at the time of interview and was obviously very relaxed and independent. Mrs. L. let him paint and cut out with us, bake some cookies and mix juice for our afternoon tea. Mr. L. has a BA and BEd., was a teacher for some years and is now art consultant for the Separate School board. His hobbies are art and doing things outdoors with the family; camping, gardening, cross country skiing.
Mrs. L., who looks extremely young and attractive, has a Grade XI education and before marriage worked at her father's shop in the country and at the Post Office in another country town. She is not at all keen at this time to take further education or to get a job, although she "might change her mind later." Both the parents would like to see Jane go to University if she wants to. The home has been about average in encouraging Jane to read, she is the only one of the four children who has so far developed any strong interest in books. Mrs. L. does not read at all, and in fact sees reading as a bit of a waste of time although she has not discouraged Jane unless she feels she is forgetting her family responsibilities by reading too much. Mr. L. reads a lot but late at night when Jane would not have seen him. He uses the public library a great deal. The greatest encouragement for Jane to read probably came from Mrs. L.'s young sister who is only eight years older than Jane and is a great reader and has given Jane a lot of books she has

grown out of. Mrs. L. says Jane was read to quite consistently when she was small by her father. Jane is quite out-going, gets on well with other children, including her own brothers and sisters. She is very close to her sister who is thirteen months younger and she often babysits her younger brother and sister.

The Subject

Jane is a mature looking girl for 12, average looking with long hair and glasses. She was very co-operative and open during the interview and quite willing to tell me about her reading. She likes to do a lot of things in her spare time, including playing with friends and going to parties, she has not been out on dates yet as she thinks she is a "bit young." She likes to draw, swims a lot, loves singing and playing the flute and is in the school choir and orchestra. She also goes to Girl Guides but more than anything else she likes to read. She says she has always enjoyed reading and reads every night for at least two hours and any other chance she gets. When she is reading she completely forgets about anything else and sometimes gets into trouble for not doing her chores and music practice because of this. She wishes she had more time to read. Because she cannot always find new books in the library she often reads books over and over again and often reads several books at once. She likes "to read love stories, books about other teenagers and series books about best at present" but her interests change quite a bit and she used to like animal and science books the best. She does not like illustrations in books because she would "rather see the characters in my own mind." She gets interested in a series or author and reads everything she can find by them. She says she likes to read to discover how other people feel and live and how it used to be in other places and times. She feels she does not learn very much about herself by reading. She says she has nothing to worry about "except not having enough time to read." Jane uses the public library quite a bit because she has read most of the books in the school library. She does not like to read comic books.

Psychological Tests

In view of Jane's home background and the researcher's interview, Jane's test scores are extremely surprising. The very high score on the Eysenck neuroticism does not seem valid as there is no indication at all that Jane is anxious, depressed or under stress. Her self-esteem score on the Cooper Smith also seems a little low, but reliable. Jane has an above average IQ and above average literacy level. Her score on perceiving is exceptionally high on the Myers Briggs indicating a very understanding and perceptive attitude towards her environment. Her sensing and feeling scores are also quite high. Her Myers Briggs type is described as "retiring, quietly friendly, sensitive, is always too modest about her abilities. Has no wish to be a leader."

Teacher's Assessment

Jane's teacher says she is an above average student, about B+, with good work habits and study skills. She has good comprehension and a wide vocabulary. She says she is a quiet reserved child who does not stand out in the classroom at all. She is friendly and gets on quite well with the other children. She is very interested in art and music and very responsible for her age.

Why Does Jane Read so Much?

There is no evidence to suggest that Jane is reading to escape; her secure home environment, and good school adjustment do not indicate this at all. She appears to read simply because she enjoys it and secondly to learn more about the world she lives in. Her father and aunt have probably had some significance in the development of her reading habit. However, as her mother says, the other children had the same encouragement but they do not read much at present.

Scott, Case 013

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+3	14	ISFJ	2	60 medium	90-110

Literacy	Eysenck (EPIN)	Family	Learning Preference
6.7	19	1 of 9	Listening

Home Background and Parental Attitudes to Reading

Scott has been in foster homes for most of his life and for the last two years has lived in a group home for boys. Scott is an Indian boy who has no knowledge of his real parents except that they are separated. He however fabricated some answers to questions on questionnaire II about his parents' occupations. He was committed to an institution for being unmanageable in school and for stealing bicycles. He lives with 9 other boys at present and gets on with them well, being quite a favourite with them all. He had been pushed back and forth between foster homes because they could not manage him. Scott says he remembers that one of his sisters used to read to him a bit but as far as he can remember none of his foster parents did.

The Subject

Scott is a short, stocky friendly little boy, who seems a lot younger than his 14 years. He hung his head throughout the entire interview, sighed a lot, twisted his hands and was unable to look the researcher in the eye. He seems very anxious, and his councillor told the investigator that he is a bedwetter. He describes the house he lives in as "a place where the bad guys go, and boys who can't get along," he finds it "OK to live here, and better than Saskatoon."

Scott does not like school, he finds it boring and he likes to daydream or read in class when he should be listening. Besides reading, Scott likes to play sport, especially football, more than anything else. Scott reads about five books a week, many of these in school when he should be listening. His favourite books are sports, westerns, mysteries and Hardy boys, but he likes anything that has action it it. He uses both his school and the public library and has no trouble finding the books he likes to read. He says he likes to read because "it's like daydreaming and he can imagine himself as the hero." He says he also likes to read because "it has action and can make me happy."

Psychological Tests

Scott has average intelligence and a literacy level which was average (mean 6.8) when he was tested. He has a high score for neuroticism, which is to be expected in view of his somewhat anxious condition and unstable background. His self-esteem is reasonable considering his background although somewhat lower than the mean for the present study. His academic self-esteem is low as would be expected from his school record. His Myers Briggs scores indicate that he is very high on sensing and judging.

Teacher's Assessment

Scott's teacher says that he is a very poor student who never does his work or pays attention because he is constantly reading. If reprimanded he just goes back to the book. She feels that although Scott is a good speller, reading has not helped Scott at all with his school work, because it stops him listening. It has in fact hindered his work. He does not mix with the other children much and never expresses any feelings to his teacher or anyone else. She feels he is failure oriented having been in and out of ten schools without success and has given up trying. He can at times be somewhat bullying towards smaller children in the school.

Why Does Scott Read so Much?

Scott has developed his reading habit to escape and to compensate for his feelings of inadequacies. In his identification with the heroes in the books that he reads he is feeling for a little while secure and worthwhile. He made no mention at all about reading for information and in fact cannot be made to read books to complete assignments. It is likely that Scott will continue to read as he does unless his real life can become more meaningful for him. He is the type of subject that could respond well to bibliotherapy.

Dawn, Case 257

Self-rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+3	12	INFP	4	44 medium	116

Literacy	Eysenck (EPIN)	Family	Learning Preference
9.5	17	8 of 10	Reading

Home Background and Encouragement to Reading

Dawn's house is rather run down and in one of the poorer neighbourhoods in the city. Her mother has been separated from her father for ten years and has been raising ten children on welfare. Six of the ten children are still at home. Mrs. S. has a bad back but manages to maintain a vegetable garden and when the researcher was in the home was refinishing and painting. Dawn's mother has a Grade VI education and has never worked, she does not particularly like to read. Her father had a Grade VII education and worked as a labourer before becoming an alcoholic and was chronically unemployed. Mrs. S. did not have time to read to Dawn although her older sisters sometimes did. The family has only had a television set for three years and Mrs. S. says she cannot afford to buy reading materials or send the children to the movies. Mrs. S. says all the ten children except one have liked to read and she believes it is mainly because they did not have television as they were growing.

The Subject

Dawn is a pleasant looking very mature twelve year old who is a little sloppy in dress and grooming. She at first seemed very interested in being interviewed but this interest soon waned and later it was necessary to go back three times to pick up a questionnaire she was supposed to have had completed. Mrs. S. describes her as rather stubborn but apart from this easy enough to manage at home. Dawn is very fond of sports and likes to watch television sometimes as well. Dawn likes to read to "escape and to learn about others and myself." She feels that people who do not read miss a lot. Her favourite books are about animals, mysteries and factual books about other countries or times in history. Sometimes she gets so occupied in books that she forgets to do her chores.

Psychological Tests

Dawn's IQ is in the bright normal range and her literacy level very high for even the reader sample. Both her Eysenck neuroticism score and the Cooper Smith self-esteem score indicate that she is less self-assured and adjusted than she appeared to be in the interview. Neither score is exceptionally low for test norms but are much lower than the mean for the present study (Coopersmith, Eysenck). Her Myers Briggs type describes her as "particularly enthusiastic about books with a warm, friendly personality." Her highest score was 39 on perceiving and second highest 11 on introversion.

Teacher's Assessment

Dawn's teacher feels she has a lot of potential but says that she does not do enough work at home to keep up and that her work is falling off at the moment. The work that she does do is very neat and quite well done. Dawn has a lot of ability in art but it tends to be mainly conventional work. She is not at this time very responsible, she would much rather avoid taking on jobs if she possibly can. Her teacher feels she has low self-esteem because of her background and because she is not very well accepted in the class. This is assessed by the teacher as being because she is somewhat illkept with messy clothes and some body odour. She is seldom picked by the other children for activities, and is more likely to be picked for academic activities than anything else. Much of the criticism made of Dawn by her teacher could be due to Dawn's age and early puberty; she is very mature physically but as yet has not matched this with social maturity.

Why Does Dawn Read so Much?

Dawn would appear to be another example of a child who is reading to escape from her real world but a little less than some of the other subjects. Her background has provided more stability than many of the other subjects as Mrs. S. has a great deal of concern and caring for her children and has maintained a home for them throughout. The children all seem to get on well together and have provided a certain degree of stability for each other. This is probably why Dawn's reading is somewhat less of the escape kind and includes examples of factual material and she expresses a desire to learn about "other places and other people." The lack of a television in the home up to about three years ago may also have had something to do with the development of Dawn's reading habit.

Michael, Case 071

Self-rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+2	12	ESTJ	4	64 medium	112

Literacy	Eysenck (EPIN)	Family	Learning Preference
7.3	10	2 of 2	Reading

Home Background and Encouragement to Reading

Michael and his mother were not interviewed in the home because Mrs. P. teaches most evenings and felt she could best spare time for an interview by coming to the library "as she had to come down anyway." The researcher found the interview with Mrs. P. the most stimulating and interesting of all the interviews with the subjects' parents. Mrs. P. is a fascinating woman, attractive, vivacious, open and talented--a complex mixture of enthusiasm and cynicism;

ability to cope and fear. Mrs. P. is quite vain about her appearance, and during the interview was somewhat agitated with slight asthmatic breathing and exaggerated gestures. When Michael was three Mrs. P. left her husband and they have been divorced for several years, she says she has no desire to get married again although she has had several affairs. Before she left her husband Mrs. P. described the scene as "very wild," she and her husband often fought physically and would frequently both be drunk for several days. She claims Michael had to stop her knifing his father on a couple of occasions. After she left her husband she had a very "wild love affair" with a married man whom she thought would leave his wife but he did not. At this point in her life she "lost her mind" and had some counselling for a period of time. She still attends counselling periodically but appears to be fairly stable at this point. Mrs. P. has travelled widely with Michael in the United States and Canada and for a while was part of the "drug scene." Michael has a brother two years his senior who is somewhat wild and irresponsible. Up to about two years ago he and Michael frequently fought but get on much better now.

This home could not be assessed as one conducive to reading except as a means to escape some of the problems. Mr. P. had a Grade XII education and was in the Navy, Mrs. P. had a Grade XII education, three credits towards a Business Administration course and teaches ceramics in her home as well as being a sales assistant and secretary in a local business. Michael was read to when he was small but learned to read when he was four. Mrs. P. likes to read but does not have much time, she buys some books and always has a lot of magazines in her home.

The Subject

Michael is a beautiful looking, finely featured boy, who has just had his hair dyed blond and cut and permed into an Afro style. He is extremely close to his mother and helps her quite a bit around the house. He said "I don't mind if she gets married again, she has to live her own life," but as he said this there were tears in his eyes. He gets on well with other children but sometimes his friends are rough and inclined to be in trouble. Michael himself has never been in any serious trouble, and is very against drink and drugs because he has seen that it makes people do nasty things. Michael has a very strong ambition to own his own truck and drive it. He frequently reads about trucks and goes to local service stations to talk to the truckers. Michael says "he's not scared of nothing" but says he is bothered by children fighting and his friends if they want to steal when he is with them. He feels that his older brother does not have enough discipline but that he himself is watched all the time by his mother. Michael has several hobbies besides reading; he plays football; works with his mother on her ceramics; has an aquarium; builds models and goes fishing in the summer. Michael said that he started to read a lot when he was about nine years old after he had to do a report on pollution and read thirty books in about three days to write it. After this he began to look for information he needed in books, and he is still mainly interested in reading only about "what could really happen." He likes to read most about cars, trucks and mysteries "as long as they could really happen." He often reserves several books at the public library on subjects he wants to read about. He says that he can learn a lot of things by reading including about himself. He says that there are some things you just have to experience to learn about, like fishing and hunting; you have to feel those things." He also says that he reads "to put something in my brain to help it grow," "to learn what goes on outside of the city" and "to read about violence sometimes."

Psychological Tests

Michael's IQ is in the bright normal range and his literacy level above normal. On the Eysenck (compared to the norms for the test) he has a high extraversion score (19 compared to 16) and a low neuroticism score (10 compared to 13.5). His self-esteem is better than average and his Myers Briggs type ESTJ, with his highest score being obtained on judging. This type describes him as "practical, realistic, matter-of-fact with natural head for business. Likes the mechanics of things." This would very much coincide with his determination to become a trucker, as would the description of "not interested in subjects he sees no actual use for."

Teacher's Assessment

According to Michael and Mrs. S., Michael's teacher has been like a father to him this year, has taken him away for Easter and has taken a lot of interest in him. Michael's teacher says he is a better than average student, no discipline problem in the classroom at all. He speaks up well in class and has very mature attitudes on subjects. He is inclined to get frustrated if things do not turn out the first time but is learning to let himself cool down before trying again. He gets on well with other children in the class, the girls particularly really like him. He usually changes friends about every four or five months and even sooner if it becomes evident that the friends intend to do things that are against his principles.

Why Does Michael Read so Much?

Michael probably started to read so much partly to escape as his mother assesses, but primarily in order to gain information. He says he started reading so much after he realized that so much information could be found in books. His Myers Briggs type suggests that he is only interested in the concrete and practical and this means that his reading tends to centre around facts that he needs to use, such as, trucks and motors. Saying that he likes to read about violence is about the only clue to suggest that there may be an element of identification and escape in his reading.

Chris, Case 068

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+1	12	ISTP	5	82 high	100

Literacy	Eysenck (EPIN)	Family	Learning Preference
5.0	10	only	Reading

Home Background and Parental Attitude to Reading

Chris's house is an attractive middle class home overlooking a park and on the edge of town in a medium level socioeconomic area of the city. Most of the interview was with his mother although Chris's father was present for some of the time. Mrs. H. is an attractive, outgoing woman, extremely concerned about Chris's welfare and very proud of any of his achievements. She has no hobbies beyond her job, the house and Chris. Mr. H., who is far less outgoing than his wife, likes to hunt and do archery. Mr. H. seems a rather difficult man and Chris may have experienced some difficulties in relating to him. The home attitude towards reading is only fair, neither parent reads books much, although they both read short magazine articles. Both parents prefer to watch television to reading. Both have a

Grade XII education, Mr. H. is a linotype operator at the local newspaper and Mrs. H. works as a self-trained floral designer.

The Subject

Chris is a freckle-faced, friendly somewhat cheeky 12 year old who was very pleased about having been chosen in the sample. Up to this year, when the family moved to get him a better environment, Chris has been a real discipline problem at home and in school. He was mixing with a very bad gang who would constantly beat him up and he in turn would retaliate. The gang would frequent billiard halls and the local Branch library teen drop-in centre. He is extremely interested in sports and had been playing baseball the night of his interview. He also takes part in archery with his father and has dreams of becoming a professional hockey player. Chris, probably because he is an only child, has no difficulty in relating to adults. Chris says he has only really started reading a lot this year although he read a bit at the Branch library before and feels that the library had a lot to do with him becoming a reader. He likes to read animal, sports and mysteries, with sports books being his favourites at the moment. He does most of his reading in school and just before he goes to sleep at night, the rest of the time he "is a bit too busy." He says he reads when he is bored or to learn about how to play sports. He reads to relax, to learn things and to get better at reading. He says he does not learn much about himself by reading and that you can only learn about things like "having fights and being picked on and feeling stupid" by experiencing them.

Psychological Tests

Chris is of average intelligence and at the time of testing had a below average literacy level for his grade, but this has probably improved over the last year. His self-esteem score and neuroticism score are high and low respectively, and would suggest that the social problems that Chris has experienced are not very serious. His Myers Briggs type ISTP does not seem to be consistent with the interview or Eysenck Extroversion score which would suggest he is quite extroverted. His highest scores on this test were for thinking and sensing and both suggest a practical and realistic approach to handling problems. These scores seem far more indicative of Chris's way of being than his total pattern.

Teacher's Assessment

When Chris first changed to his present school, about a year and a half ago, he was a severe discipline problem and refused completely to co-operate. In his first month in the school he was strapped four times. He had made a habit of being the "best at being worst" and was constantly seeking attention. This year the teacher says that there has been the most radical change in Chris that he has ever seen in a child over a year. He is a low average student, about 60% average but improving now. He does not like mathematics but enjoys subjects in which he has to read. He is now very excited if he gets a good mark and is striving to do well. He is quiet in class and does not seek attention any more. At the start of the year he was unaccepted and a loner but he is now in sporting teams and beginning to be socially sought after. He used to be constantly in fights, both being bullied and bullying others but now he is included in a "good" group of children. This peer group is definitely a good influence for Chris, they reprimand him if he gets into trouble and expect a lot from him. There is no doubt that Chris's teacher has had a lot to do with the radical improvement in his behaviour. Chris likes him a great deal and described him as a "great guy."

Why Does Chris Read so Much?

Chris has started to become a keen reader, probably partly to do better in school, partly to relax and lastly to learn about things he is interested in, especially sports. He does not read to escape and does not become as totally involved and engrossed in his reading as some other subjects in the sample. His association with his local Branch Public Library has probably had something to do with his reading habit as he described it as a place he always felt comfortable in, and this was at a time when he was having social problems.

Andy, Case 070

Self rating	Age	Myers Briggs	Self-esteem		IQ
			Academic	Full Scale	
+2	15	INFP	6	76	na

Literacy	Eysenck (EPIN)	Family	Learning Preference
na	5	2 of 2	Reading

Home Background and Parental Attitude to Reading

Andy has been in a group home for anti-social boys for about two years. His father left him and his older brother when he was a baby and his mother took off soon after and Andy was placed in a foster home. Andy's older brother was adopted immediately by the grandmother, but although Andy later lived with her she has never adopted him. According to Andy's houseparents, in his grandmother's eyes, Andy has always been a poor second to his older brother and she always told him he was a failure. She domineers him completely and thrusts ideas on him which he echoes all the time. Andy is at present living with 8 other children and is beginning to co-operate well with them and enjoy their company. There seems to have been very little in Andy's background to encourage him to read. His grandmother did not read to him and is not a reader herself.

The Subject

Andy is a tall, rather intense looking boy who was very co-operative in the interview and very eager to answer the questions. Andy was hospitalized for a period between eight and ten years with paranoia. He was put on medication and placed in a boy's home where he continued to experience vicious rages and constant school failure. He then became suicidal and was sent as a last resort to the group home he is in at present. Some time ago he seemed to be doing well and was to be sent back to his grandmother's. However, the night before he was to leave he broke into the house next door and then set fire to it to cover up what he had done. Since that time he has been with different houseparents and appears, at least on the surface, to be ready for discharge again. Andy certainly appears to be quite outgoing now and is reported as getting on well with the other boys in the home.

As long as he can remember Andy has liked to read although he reads somewhat less than he used to now. According to his house parents he used to bury himself and shut himself up with books in order to be antisocial and hide. This tendency seems to have normalized somewhat and although Andy is still an avid reader he is now just as happy to watch television or talk. He used to read about guns and Nazism almost constantly and craved power over people. Now he says his favourite books are about World

War II and science fiction. He says he likes to read "to get away from it all, and so I can go on learning even when I leave school." He also likes to watch television and plays some sports. He uses the public library and reads about three hours a night and five books a week.

Psychological Tests

From his psychological tests it would appear that Andy has at this time overcome his psychological problems and is feeling far more positive about himself as a person. His self-esteem, full scale, is one of the highest of any of the case study samples and in the high range for the norms of the test. Andy's score on the Myers Briggs shows him to be very introverted and quite feeling and judging. His type INFJ shows him as "quiet, conscientious, considerate of others, widely respected if not popular."

Teacher's Assessment

Andy, up to the year of study, had been a miserable disaster in school, he had gone from school to school and repeatedly failed. He used to cheat and never tried. However, his foster parents now report that he has been doing two to three hours of homework every night in order to pass Grade VII. His teacher says that he will pass Grade VII with no problem and that there has been a great improvement in his work over the last year. He gets on well with the other children who look up to him because he is older and more mature.

Why Does Andy Read so Much?

There seems little doubt that Andy used to read in order to withdraw and to seek power. At present these do not seem to be the primary reasons for his reading and he is reading somewhat less and on a wider range of subjects. He has begun to read some adventure stories but still looks for those with aggression and fighting back and winning. Reading will probably continue to fill some of Andy's psychological needs for some time but if his psychological health continues to improve he will probably need reading somewhat less.

Jenny, Case 164

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
+2	13	ISTJ	6	84 high	118

Literacy	Eysenck (EPIN)	Family	Learning Preference
8.3	16	2 of 2	Reading

Home Background and Encouragement to Reading

Jenny's ethnic background is Greek, and this is the language spoken in the home all the time. Mrs. P. speaks quite broken English, she is a very kind, motherly lady who loves to crochet and cook. The home is in the most affluent area in the city and a very attractive one. Neither

Jenny's mother or father read although his sister does. Mrs. P. had only Grade 3 education in Greece and none in Canada, she cannot read English. She was employed on a farm before marriage. Mr. P. had a Grade 6 education in Greece and he works as a cook. Before starting school Jenny was read to in Greek and knew only a few words of English. There has not been a great deal of encouragement in the home for Jenny to read as Mrs. P. does not think reading is particularly good for the girls although she does drive them down to the library occasionally.

The Subject

Jenny is a beautiful girl, with long wavy hair and olive skin, she was quite shy but did not appear nervous in the interview. She is extremely involved in a lot of activities; Greek school, baton twirling, dancing and sports. Jenny says she forgets everything when she reads as long as it is a book she has chosen. She likes books about horses, dogs and teenagers most and likes to read to find out about herself and about other people.

Psychological Tests

Jenny is in the bright normal IQ range with a higher than average literacy level. Her self-esteem is quite high as would be expected with her settled environment. Her neuroticism score however is surprisingly high--16. Jenny's Myers Briggs type ISTJ, describes her as "serious, quiet, earns success by earnest concentration and unhurried thoroughness. Sees to it that everything she touches is well organized, makes up her own mind as to what should be accomplished and works toward it steadily, regardless of protests or distractions."

Teacher's Assessment

Jenny's teacher assesses her as a very good student with very good work habits. Jenny is a very responsible student who gets on well with others in her class.

Why Does Jenny Read so Much?

It is hard to understand why Jenny reads so much in view of her bilingual background. She seems to read mainly to relax and for recreation and less for escape or information.

Nicole, Case 455

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
-2	13	INFJ	1	60 medium	90-110

Literacy	Eysenck (EPIN)	Family	Learning Preference
5.9	17	3 of 4	Reading

Home Background and Parental Attitudes to Reading

Nicole lives in a beautiful home in a very high socio-economic area of the city, she attends a Catholic school and

TABLE 18

Description of Nonreader Case Studies for Certain Psychological and Personal Characteristics

Case	Self Rating	Age	Myers Briggs Type Indicator	Self-esteem		IQ
				Academic	Full Scale	
Nicole 455	-2	13	INFJ	1	60 medium	90-110
Lynette 456	-1	12	ENFJ	8	86 high	125+
Bill 433	-1	12	ESTJ	4	70 medium	na
Vicki 487	-1	12	INTJ	2	52 medium	na
Brian 327	0	12	ESTJ	5	74 medium	90-110
Stan 324	-2	13	na	4	64 medium	90-110
Barney 432	-1	12	ESFP	6	72 medium	126
George 325	-2	12	ESTJ	3	58 medium	125+
Mark 430	-1	12	ESFP	5	85 high	122
Greg 431	-1	13	ESTP	5	86 high	96

Continued ...

TABLE 18 (CONTINUED)

Case	Literacy	Neuroticism Score on EPIN	Family	Learning Style Preference	Main Reason for Not Reading
Nicole 455	5.9	17	3 of 4	Reading	Rather do other things, difficult
Lynette 456	na	7	5 of 5	Listening, Television	Rather do other things
Bill 433	7.4	10	1 of 3	Television	Rather do other things
Vicki 487	na	19	2 of 2	Television	Reading difficult
Brian 327	7.3	8	1 of 3	Listening	Peer group, Rather listen
Stan 324	5.3	17	2 of 5	Television	Reading too difficult
Barney 432	9.2	17	4 of 4	Television	Social, prefers other media
George 325	7.8	14	only	Television	Prefers television
Mark 430	7.5	11	1 of 4	Reading	Associates reading only with schoolwork
Greg 431	7.8	4	5 of 5	Television	Prefers to listen

is one of four children. Mrs. K. her mother is a charming, vivacious woman who teaches high school French and appears to be very satisfied with her situation. Mr. K. is a Civil Servant with a Federal Department in the city. Both parents have University degrees, Mr. K. has a BA and B. Ed. The home is bilingual and Nicole is fluent in French and English. Both the parents are fond of reading and Mrs. K. does quite a bit of recreational reading although Mr. K. tends to be more involved with work related reading. Nicole was read to regularly when she was small and there were a lot of reading materials evident in the home. Two of the other children in the family are great readers and of Nicole and her reading Mrs. K. said "I try and try, I certainly do." The family subscribes to Time magazine and has an encyclopedia in the home. The home would be assessed as very conducive to reading and the development of the reading habit.

The Subject

Nicole is an attractive 13 year old who kept talking for about an hour after we had completed our interview. She seems a very "normal" teenager, keen on animals, boys and socializing. The only things that worry her are school related--teachers and her work. Mrs. K. says that Nicole had very slow speech development and had speech therapy when she was small. Nicole hardly ever reads, only about one book a year, although she does read comics about once a week. She watches a great deal of television (50 hours) a week and listens to radio music constantly. Nicole is not very interested in sports, she takes swimming lessons and piano lessons. Nicole enjoys someone reading to her, especially about other teenagers or mysteries. Nicole says she would rather do practically anything than read and finds it hard and boring. She is "too restless to sit and read." Nicole never uses the public library although she was taken as a child and both her parents use it.

Psychological Tests

Nicole has average intelligence but is slightly below average for the grade for literacy level. Her neuroticism score was 17 about average for the test norms of 18.2. Her academic self-esteem is low and reflected in her mention of teachers and school work as being the things that worry her. This concern has probably reflected her full scale score as she seems to be quite at ease amongst her peer group and in her home environment. Her INFJ score on Myers Briggs, shows a very high introversion score, and indicates that Nicole is "quiet conscientious and considerate of others, widely respected if not popular."

Teacher's Assessment

Nicole's teacher said that she was an average student but does not excel in any subject. She is very weak in vocabulary, language skills and reading and this tends to bring down all her subjects. She is never a discipline problem and is very popular with the other children in her class.

Why Does Nicole Read so Little?

Nicole appears to read so little because she has always had some problem with language skills, beginning early with her difficulty in learning to talk. This has affected her reading ability and meant an unpleasant association for her with reading. Nicole finds watching television and listening to the radio far more relaxing and more pleasurable, and so has adopted them as her principle means of recreation. Unless she can be enticed with high interest, low level reading materials and possibly through use of other media it is doubtful if Nicole will develop the reading habit.

Lynette, Case 456

Self rating	Age	Myers Briggs	Self-esteem		IQ
			Academic	Full Scale	
-1	12	ENFJ	8	86 high	125+

Literacy	Eysenck (EPIN)	Family	Learning Preference
na	7	5 of 5	Listening Television

Home Background and Parental Attitudes to Reading

Another nonreader from a high socioeconomic area, Lynette lives in a beautiful home, having moved to the city about six months before the interview. Mrs. O. seemed a highly intelligent woman, concerned but not anxious or over protective about her children. Mr. O. is very family oriented and was very affectionate towards Lynette. Lynette is the youngest of five and is closest to her brother who is only a year older. Mrs. O. is presently attending University and has only one more year to complete an Education degree, she hopes to become a school librarian. Mr. O. has Grade XII and numerous police courses and had an Administrative position with the RCMP. Mrs. O. is quite adamant that she wants all her daughters to have a career and to travel before they get married and settle down. Education is emphasized a great deal in the home and the girls take example from their mother. Mrs. O. is quite concerned that Lynette reads so little because she feels reading is of vital importance for "self-education, recreation and a good therapy." She says that there have always been books in the home and Lynette was taken regularly to the library. Lynette was read to every night and her older sisters used to make up stories for her, her sisters still like to tell stories to her.

The Subject

Lynette has a wide smile and long blond hair, she is still quite physically immature. Lynette was born with a hole in her heart but there has been no need to curtail her activities because of it. She only has a slight murmur now and has to be cautious about swimming but participates actively in track, high jump and baseball. At present she is somewhat upset about having moved again (her sixth move) as it takes her some time to make friends, however she has found a special friend recently and is feeling better now. Lynette's main worry is that other children are not always honest and sometimes say things they don't mean "you don't know where you stand with people." Besides sports Lynette is in a band, plays piano and watches about 3 hours of television a night. Lynette is very articulate and seems highly intelligent, she has been in enrichment classes in Ottawa. She is very definite that she likes to learn best by listening and watching television. "One of the best ways to learn is to get into a discussion" she said. Mrs. O. says Lynette is experiencing the usual teenage growing pains with moods and worrying about the way she looks. Lynette reads about two books a year at present although she used to read more but never liked it very much. She does not read because she finds it boring and is getting very busy right now. She also prefers to learn by "looking at pictures." If she does read she likes to read about Indian legends, animals or Nancy Drew. She can imagine most of the characters in books. Lynette finds it hard to find a short book on a subject she likes, small print and long books really put her off.

Psychological Tests

Lynette has superior intelligence, unfortunately her literacy score was not available. Her score on the Eysenck neuroticism and self-esteem test bear out the interview impression that Lynette is a very well-adjusted, self-confident average teenager. Her Myers Briggs scores show her as very high on extroversion and intuition and her type as ENFJ, "Responsive and responsible. Feels a real concern for what others think and want, and tries always to handle things with due regard for the other fellow's feelings and desires."

Teacher's Assessment

Lynette's teacher sees her as very well adjusted with high self-esteem. She is a good student who is very well behaved in school. She is very aware of current affairs and participated in outdoor activities, nature and drawing. If reprimanded she tries to do better and adapts well to new situations.

Why Does Lynette Read so Little?

Mrs. O. feels the lack of a school librarian has a lot to do with Lynette's lack of reading. Certainly Lynette has had a great deal of encouragement in her home and is very intelligent. The reason seems to be in her greater interest in television, radio and discussion as recreation and information media. She says "I just don't have the habit." It seems to be related to a learning style favouring an auditory preference. It would seem that Lynette could be persuaded to read more if a program were initiated in the school utilizing other media in a reading program.

Bill, Case 433

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
-1	12	ESTJ	4	70 high	na

Literacy	Eysenck (EPIN)	Family	Learning Preference
7.4	10	1 of 3	Television

Home Background and Parental Attitudes to Reading

Bill comes from a very close family in a higher socio-economic area in the city. The house is an average middle class home which the K.'s have been in for about a year. Mr. K. is a University professor and has just got his Ph.D., the family have moved around quite a bit in order for him to complete his education. The interview was the most informative of all those carried out as both parents were extremely anxious to make sure all relevant facts were included. The family are Mennonites and very involved in church activities. Mrs. K. has 1st. year college and worked in a bank before she was married. Bill's father feels quite guilty over not spending much time with him but is trying to make up for that now. The home is extremely conducive to reading. Mr. and Mrs. K. both read extensively as do the two younger girls in the family. Mr. K. feels it is essential to develop a taste and desire to read as an avenue for information. They have both been concerned that Bill does not read and have had him to the University for remedial reading classes as well as rewarding him with money for books read. There are books all over the house and the family subscribe to about 8 magazines and Mr. K. is editor of another. Mr. and Mrs. K. watch very little television.

The Subject

Bill was extremely fidgety and nervous throughout the interview and would volunteer very little information without dragging it out of him. He is blond, slight with lots of frizzy hair. Bill has had problems with school right from kindergarten where he encountered a teacher who insisted on perfection and would keep him sitting after school at least twice a week. He began to talk at five months but seemed to have a perceptual problem when he started school. The problem was accelerated because Bill seemed to change his personality after his sister was born "he never seemed to get over it" according to his mother. Up until he was four, Bill spoke nothing but German. Mr. K. says that Bill enjoys action and thrills and sensual experiences more than reading and this is why he likes television so much. He is poorly co-ordinated and has accepted the position as the class clown. In his spare time he watches television and plays the clarinet in a band, he loves to go camping in summer. Although still a nonreader Bill has started to read a few books and is especially fond of Hardy Boy books and comics. He will not go to the book trailer although he does not like the school library, instead he sends his sister. Mr. K. feels that this is peer pressure as it is not the "in" thing to read. Bill says there is just one shelf of books in his classroom and the school library has no catalog, he would like to have comics in the library. Bill says that moving and his friends bother him quite a bit, as does having to do chores.

Psychological Tests

Unfortunately an IQ score was not available for Bill because he has just moved to the city and intelligence tests are no longer given. His literacy score is surprisingly high in view of the fact that he does so little reading. His neuroticism score is quite low, while his self-esteem is high. The Myers Briggs shows his highest score to be on the sensing index which would correlate with Mrs. K.'s estimation of one of the reasons for Bill not liking to read. His type is not interested in subjects that he sees no actual uses for, but can apply himself when necessary.

Teacher's Assessment

Bill's best subject is mathematics but on the others he is of below average ability. He has changed from being the class clown to an absent minded, daydreamer who is slow and often late. He tends to block things out and will not accept responsibility. He had a lot of trouble at first being accepted in his peer group but seems to be much more a part of the group now.

Why Does Bill Read so Little?

It would seem that Bill does not read because he is more at ease with other media, particularly television. He finds reading dull and quite tedious associating it with some bad memories of early school. The influence of his peer group probably has something to do with his rejection of books as well. Bill would need to be enticed with exciting books or even comic books, to develop the reading habit.

Vicki, Case 487

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
-1	12	INTJ	2	52 medium	na

Literacy	Eysenck (EPIN)	Family	Learning Preference
na	19	2 of 2	Television

Home Background and Parental Attitudes to Reading

Vicki's home is a pleasant one in a good area in the city. The family have only recently moved here. Mrs. P. has a Grade X education and Business course. She has worked as an Office Manager since the children went to school. Mr. P. is an insurance underwriter executive, has a Grade XII education and several adult education courses. The home is fairly encouraging to reading, Mr. P. reads a great deal but Mrs. P. says she is too tired to read now she is working.

The Subject

Vicki is a very cute looking girl somewhat elfin in appearance. She is far more interested in watching television and playing sport than reading. She says she does not read because she finds it so difficult but enjoys books when the teacher reads to them. If someone reads to her she can imagine the characters but otherwise she reads just joke books. The only thing that really worries her is school work. In school she likes gym and art best. Mrs. P. says that Vicki had a lot of problems learning to read.

Psychological Tests

As would be expected Vicki's academic self-esteem is quite low as is her full scale score. Her neuroticism score is quite high reflecting some of her concerns about school. Her Myers Briggs scores show Vicki to be quite introverted but just on the borderline for all other scores.

Teacher's Assessment

Vicki is a D student and has always had problems in school. However, she is an eager little girl and does not act out because of it. She is not an attention-getter but very friendly with her teacher. Vicki is popular and easy-going with the other girls and has two special friends.

Why Does Vicki Read so Little?

Vicki reads so little because she finds it very difficult and as such unsatisfying. She would therefore much rather watch television which she can do without effort or engage in her other hobbies of sports and art. It seems unlikely that Vicki will become a reader.

Brian, Case 327

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
0	12	ESTJ	5	74 medium	90-110

Literacy	Eysenck (EPIN)	Family	Learning Preference
8.3	8	1 of 3	Listening

Home Background and Parental Attitudes to Reading

Brian comes from a middle class neighbourhood and a good home environment. Mrs. L. has Grade XI and RN training, she has also taken several university extension courses. She would like to finish a degree and work but feels that the children must come first. She admits to being too wrapped up in her family to the extent of even becoming involved in fights between Brian and his friends. She says she has trouble "letting go of him." Brian's father has Grade XII and works in the circulation department at the local newspaper. She also says that she is too much of a perfectionist and expects too much of Brian. The home is quite conducive to reading but all the encouragement has come from Mrs. L. as Mr. L. is not interested in books or reading. Mrs. L. read to Brian every night after he was six months and she says he still likes to listen when she reads to his younger brother and sister. She reads herself when she has time and enjoys books of films particularly. She has always taken the children to the public library regularly but Brian has not gone with them the last two years. Brian has an encyclopedia and often gets books of his own as gifts. The only somewhat adverse impression of the home is that Mrs. L. is perhaps not as happy with her situation as she tries to make out. She would like to take University classes but "her husband would not like it" and "the children have to come first" all mentioned but not emphasized.

The Subject

Brian is a tall blond boy who is very hesitant about speaking and asked his mother if he should speak to me. He seems somewhat immature and answers most of the questions with few words and little explanations. He likes to spend time riding his bike around, practising music, playing sport and watching television. He gets on reasonably well with his brother but is somewhat jealous of his sister. Brian says that friends picking on him upset him and Mrs. L. says he gets very upset and seems quite insecure if he does not get phone calls or is not included in the gang he likes. Brian does not read very much, he explains this by saying that he would rather do other things although he likes books if someone will read them to him. He says he likes to listen to music better than reading and can learn much better if someone tells him something than if he reads it.

Psychological Tests

Of average intelligence, Brian's literacy level is quite high compared to the board averages for his grade, 8.3 compared to 6.8. His neuroticism is extremely low and his self-esteem almost in the upper percentile. His Myers Briggs test shows him quite high on thinking and judging. His type ESTJ says that he is "practical, realistic and matter-of-fact, but sometimes rubs people the wrong way by ignoring their feelings and viewpoints."

Teacher's Assessment

Brian's teacher says that he is about a B student and that his reading and vocabulary scores are very high. He finds Brian very annoying and quite dishonest. Brian has trouble getting on with other children because he is so sneaky. He says Brian's mother is constantly interfering and is very over-protective. She has often come down to the school or phoned other parents to complain about children fighting with Brian.

Why Does Brian Read so Little?

Brian is not a non-reader because he has difficulties with reading. The most probable reasons are that he learns better by listening and that he is very immature right now and too interested in fitting in with his peer group, whom he was careful to point out only like to read comics.

Stan, Case 324

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
2	13	na	4	64 medium	90-110

Literacy	Eysenck (EPIN)	Family	Learning Preference
5.3	17	1 of 3	Television

Home Background and Parental Attitudes to Reading

Stan's home is in a very high socioeconomic area in the city and his mother a very concerned, rational lady who was obviously most upset about Stan's problems. While she was talking she often had tears in her eyes. The home is conducive to reading and 3 of children are quite keen readers. Mrs. B. has Grade XII education, some University courses and stenographer instruction. Her husband has Grade XII and was a pilot before becoming producer of news and public affairs programs on the local television station. Stan was always read to when he was small, in fact up to about a year ago, but says he found it dull. There is a great deal of reading material in the house belonging to the parents or the older children.

The Subject

Stan has been diagnosed as being slightly dyslexic possibly due to brain damage. He is ambidextrous although has now been forced to use his right hand. It is assumed that he has mixed laterality. At first Stan showed interest in learning to read but has always had problems since he started school. He is quite hyperactive and could not sit still in kindergarten. He quickly found out that if he walked around he could get sent out of the room. He has had problems in school right through and found out that if he forgot his book he could get sent out of the room and used this tactic a lot. If he does not want to try anything he just sits and sucks his thumb. The school problem became really bad in Grade 3 when Stan took a knife to school to kill his teacher. At this point his parents took him out of school and to a psychiatrist, who diagnosed him as dyslexic. Since that time he is improving a bit and has had a slightly better time this year because he has a teacher he can relate to.

Stan does not get on well in a group, and does not like social gatherings, although he is quite fond of sport.

Stan as would be expected, hates books and reading unless there are a lot of pictures in the books. He would much rather spend his time drawing which he is very talented at or riding in the park. He still realizes it is important to read because he sees his father reading a lot for work.

He was quite fidgety and uncommunicative in the testing situation.

Psychological Tests

Stan has an average IQ and somewhat below average literacy level of 5.3. He was unable to complete the Myers Briggs because it was too hard for him to understand. His neuroticism was somewhat high for the norms of the test and his self-esteem full-scale and academic are about average.

Teacher's Assessment

Stan's teacher says that he is constantly running away from his problems in school instead of facing them headon. He has found that behaviour modification works well with Stan as he needs constant reinforcement to build his confidence. If he gets into trouble his normal reaction is to sulk and hang his head. His teacher said he told him at the beginning of the year that he would not let him get away with doing nothing and he has battled with him all year. Stan is quite inconsistent and unpredictable and has good and bad patches. Mr. K. says he is a healthy outdoor boy who gets on reasonably well with the other children in the class.

Why Does Stan Read so Little?

In spite of a great deal of encouragement in the hom Stan refuses to read because he finds it much too hard. Stan prefers to get his information through listening and viewing rather than reading and quite probably will continu to do so.

Barney, Case 432

Self rating	Age	Myers Briggs	Self-esteem		IQ
			Academic	Full Scale	
-1	12	ESFP	6	72 medium	126

Literacy	Eysenck (EPIN)	Family	Learning Preference
9.2	17	4 of 4	Television

Home Background and Parental Attitudes to Reading

This interview was an extremely difficult one. Mrs. H. obviously did not welcome anyone coming into the home and seemed a little drunk. She chain-smoked throughout the interview only showing interest when the interviewer asked about her job. Mr. H. and Mrs. H. did not appear to be talking and to be extremely antagonistic to one another. It was found by the researcher in interviewing Barney's teacher that the couple had split up about two weeks after the interview. The home was about normal in encouragement to reading. They subscribe to four magazines and there were a lot of books in the home, including an encyclopedia.

Barney was read to, although his mother said she preferred to tell him stories rather than read them. Mrs. H. does not have much time to read and Mr. H. reads mainly work related material. Mr. H. has a Grade XII education and is a banker, Mrs. H. has a Grade X education and commercial course. She is also employed.

The Subject

Barney is a very good looking open-faced, mature-looking boy who was extremely co-operative about being interviewed. He is very interested in a lot of activities, uses a workbench, chemistry set, model train set, plays baseball and hockey, and learns music. Mr. H. says he is a very creative child who hates routine, he loves doing the research for a project but hates writing it all down. Barney is a very sociable boy who does not like to be alone or to do things independently. He says that about the only books he likes to read are comic books, sports books and books to get information about his hobbies. He finds fiction boring and will start a book but cannot finish it. He thinks he is probably too busy to read, although he admits he watches quite a bit of television. He feels he can learn better by watching television or listening or by experiencing things.

Psychological Tests

Barney is a highly intelligent boy with a very high literacy level. His self-esteem scores are quite high, 72 and 6. This is not unexpected in view of his high intelligence. Although appearing very well adjusted, Barney has a slightly above normal neuroticism score on the Eysenck, probably due to the tense and difficult family situation during the period of research. Barney's Myers Briggs scores are all quite low but his type is ESFP, "outgoing, friendly, easy-going, fond of a good time. Enjoys sport and making things, restless if he has to sit still. Has good common sense and practical ability but is not at all interested in study for its own sake."

Teacher's Assessment

Mr. D. says Barney does very well in school and had the highest marks in the class on the Canadian Test of Basic Skills. He is a good student although he does not work hard. Barney is not a discipline problem and if he gets into trouble tries hard to improve. He gets on well with other children and is good at sport. He talks about his problems readily and told the teacher about his parents splitting up. Apparently he is deprived of clothes and spending money and this is noticeable amongst the other children. He hardly ever reads or does academic work unless he has to, although he has good study skills when needed.

Why Does Barney Read so Little?

In spite of his high intelligence and high literacy level Barney reads very little except for school assignments and occasionally in connection with his hobbies. He is not interested at all in reading fiction. It is interesting to speculate why Barney did not turn to reading to escape his home problems as some of the reading sample did. It seems that he is an outgoing boy who would rather discuss his problems than think about them or read about them. He also prefers television as a media and more active pastimes. With the right books and methods Barney could be encouraged to read.

George, Case 325

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
-2	12	ESTJ	3	58 medium	125+

Literacy	Eysenck (EPIN)	Family	Learning Preference
7.8	14	only	Television

Home Background and Parental Attitudes to Reading

George comes from an average middle class home. His mother is a casual, easy going woman, not highly educated but uncomplicated, practical and sensible. Mrs. F. has a Grade XII education and is at present working at the Post Office. Mr. F. has a Grade XI education and is a carpenter, unfortunately he has been unable to work for a year due to back surgery so that is why Mrs. F. took a job. The home is fairly encouraging to reading as both George's parents like to read a lot, especially Mrs. F. who never sits down without having a book to read. George was read to regularly and used to like to go to the Book Trailer. He was very interested in books early and Mrs. F. went over them with him quite a bit. The family subscribe to six magazines, including Macleans, and Mechanics Illustrated.

The Subject

George is a pleasant looking 12 year old, an only child who seems very mature for his age. He is described by his mother as very bright but lazy. She says that the teachers had wanted to accelerate him on the basis of his Canadian Test of Basic Skills. They felt that his marks did not reflect his abilities and acceleration might help to stimulate his interest. Mrs. F. did not allow this as she felt that it might lead to social problems. George plays trombone in a band, swims, plays with his friends and is involved with birds, animals and bugs. He is interested in wildlife and considers becoming a marine biologist but thinks it would be too much University work. On the day of the interview he brought home a meadow lark whose mother had deserted it and phoned the bird specialist at the Natural History Museum to find out what to feed it.

George has only read one book in the last year, he would far rather watch television and says it takes him so long to read a book that he forgets what the beginning was about by the time he gets to the end. He says he finds it easier to listen and watch about things than it is to read about them. His mother collaborated this when she said he loved to listen to story records by the hour but seldom paid any attention to the book that went with them. He will only read if he has to for an assignment, although he occasionally reads comics or the television schedule. He says that the only way to make him read would be to take the television away and feels that we can learn a lot more by experiencing it than reading about it. He says he has never been able to get lost in a book so that he loses sense of time or what is going on. He believes that reading novels is a waste of time and if anything is reading less than he used to. He says he gets bored in school, especially science because often he has to learn things he already knows. George does not like to be organized and does not belong to any clubs or teams. He is naturally quiet but always has some friends around. He used to have severe asthma but is getting better now and has never been pampered because of it.

Psychological Tests

George is a very intelligent boy especially interested in the sciences. He has a slightly above average level of literacy 7-8 as compared to 6-8. His level of neuroticism is about average but his self-esteem, especially academic, much lower than would be expected in view of his superior intelligence. His ESTJ type describes him as "practical, realistic, matter-of-fact with a natural head for business. He is not interested in things that he sees no actual use for, but can apply himself when necessary." His judging score is the highest of the four scales.

Teacher's Assessment

George's teacher says he is a good student and has done very well in the year of study. He is a calm, level-headed boy who takes criticism well and is no discipline problem at all. He gets on well with other children but is very quiet and not outgoing. He has a few friends and is not very good at sport. The teacher said it is a shame he does not read but that George manages to keep busy and find out information in other ways. He is not bragging, aggressive or attention-seeking and in a sense he would rather be on the outside of a situation.

Why Does George Read so Little?

George in spite of his high intelligence and literacy level prefers to find information and seek relaxation in ways other than reading. Everything suggests that George would have become a reader, he is an only child, intelligent and has a home environment that encourages reading but he is a definite nonreader. It can only be supposed that there is an innate disposition for George to learn more easily and enjoyably by auditory means than by reading. This is suggested by his interest in music, story records and television.

Mark, Case 430

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
-1	12	ESFP	5	86 high	122

Literacy	Eysenck (EPIN)	Family	Learning Preference
7.5	11	1 of 4	Reading

Home Background and Parental Attitudes to Reading

Mrs. F. is an extremely warm happy lady, and the family has, including their own four children, a two-year old foster child, whom the whole family is very much attached to. The house is in an attractive area in the city and comfortably and warmly furnished. The family seems to be very close and to present a very relaxed and happy atmosphere. There has been a lot of encouragement for Mark to read. There are always books around and he was always taken to the library when he was small. There is an encyclopedia in the home. Mrs. F. does not like to read and prefers to do things with her hands like macrame and ceramics. She occasionally reads magazines and the newspaper. Mrs. F. has Grade XII and a secretarial course and worked as a private secretary before she was married. Mr. F. has a B Ed., BA and M Ed. and is a teacher at one of the High Schools. He likes to read all the time but mainly reads work related books.

The Subject

Mark is an attractive boy, quite outgoing and easy to talk to. He keeps himself very busy; he delivers fliers, plays tennis, hockey, swimming, football, baseball, skis, plays the guitar and drums and likes to visit with his friends. He gets on very well with his brothers and sisters and is especially good with his little foster brother. He used to read somewhat more than he does now but only Sports Illustrated, joke books and "Mad" comic books. He says he does not read because he is very busy and because he would rather listen to music and watch television than read. He thinks reading "is a waste of time." He seems to see reading as a way to do assignments and pass tests and not at all for recreation. He sees reading "as for school, whatever, you have to learn," "you can't learn about yourself by reading you can only learn facts." Mark says that nothing bothers him and this seems correct in terms of his home background and his success at school and sport.

Psychological Tests

Mark has above average intellectual ability and literacy level. His neuroticism score is quite low and his self-esteem both academic and full-scale, high as would be expected from information revealed in his interview. His Myers Briggs scores show him to be highest on the sensing scale, which seems logical in view of his interest in music and experiencing. His type, ESFP, describes him as "outgoing, easy-going, uncritical, friendly, very fond of a good time; enjoys sports and making things, restless if he has to sit still; tries to remember rather than reason. Has good common sense and practical ability but is not at all interested in study for its own sake."

Teacher's Assessment

Mark's teacher says he is about a B+ student, and could do better if he tried. He feels it would help him academically if he would read. He excels in sport and music and gets on well with everyone. He is friendly and easy to talk to and very well adjusted.

Why Does Mark Read so Little?

Mark reads so little mainly because he has learned to associate reading solely with school work which he is not particularly keen on. This may be partly because his father reads almost exclusively for school related or University work. He also prefers to listen to music or watch television and is heavily engaged in other more active pastimes. It is estimated that Mark could be encouraged to read if some books which would be highly interesting to him were made closely available.

Greg, Case 431

Self rating	Age	Myers Briggs	Self-esteem Academic	Self-esteem Full Scale	IQ
-1	13	ESTP	3	75 high	96

Literacy	Eysenck (EPIN)	Family	Learning Preference
7-8	4	5 of 5	Television

Home Background and Parental Attitudes to Reading

Greg comes from a pleasant home with slightly older parents than others in the study. He is the youngest of 5, three of the children are all away from home and the other in Grade X. One is an artist, another a guidance officer and the third is taking medicine. Mr. O. was home at the time of interview as Mrs. O. was at work. He impressed the interviewer with his attitude to his children. He showed a lot of interest but at the same time a desire to allow them a lot of independence, freedom and individuality. Mr. O. has a Grade XII education and some university courses and is now a lab technician. Up to about two years ago he had his own business in floor coverings. Mrs. O. has Grade XII and secretarial qualifications and works on a telex machine at present. She has worked since the older children were in university. The home is not very encouraging to reading, as neither of the parents like to read or read very much to Greg when he was small. Both Mr. and Mrs. O. like to spend their time working with their hands, doing furniture finishing, sewing, knitting, etc.

The Subject

Greg is another bright, busy youngster. He is very like Mark in every way and they attend the same school and are good friends. He delivers papers, and plays a lot of sport. He seems a little concerned about being only average in school and would like to do better. He thinks that reading is good for people especially to improve their vocabulary but would rather learn most things by doing them and experiencing them. He cannot imagine characters in books. He finds that in order to learn something he has to hear it several times so he prefers to learn by listening or watching it on television. He only reads about one book a year but usually reads the paper a bit and cartoon and joke books.

Psychological Tests

Greg has a slightly above average literacy level and normal intelligence. He has a very low neuroticism score and a very high self-esteem, both academic and full scale. He has exactly the same score on this test as his friend Mark. His highest scores on the Myers Briggs are on sensing and perceiving. His type describes him as "matter-of-fact, doesn't worry or hurry, always has a good time, likes mechanical things, cars and sports, with friends on the side."

Teacher's Assessment

Greg's teacher assesses him as a slightly below average student but one who works very hard. He does not have a serious problem and reads a little more for school than Mark. He is a real leader in the classroom with his peers and has a good sense of humour.

Why Does Greg Read so Little?

Greg would appear to read so little because he finds it much easier to learn by hearing something or by seeing it on television. He, too, tends to associate reading with school work and has received little example in the home to encourage reading. Once again he could probably be enticed with books that appeal to him but will in all probability continue to enjoy other media more and read only magazines and the newspaper.

The Case Studies Reviewed

During the interviews conducted in the course of the case studies the investigator was constantly reminded of the uniqueness of the reading behaviour of each individual and of the complex interrelationships of heredity, environment and maturation which had formed an apparent causal basis for the reading behaviour being displayed. The opportunity afforded, to go beyond faceless subjects and numbers on computer cards gave the investigator an insight into the motivation of readers and nonreaders which could not have been gained in any other way.

Even a cursory review of the summary tables for readers and nonreaders is sufficient to illustrate the unique patterns displayed by each subject and at the same time the wide but similar ranges displayed by each factor for both readers and nonreaders. This range and this individuality confirmed the investigator's intuitive feeling of the danger of forming generalizations based on the very modest correlations and measures of discrimination which were obtained from formal statistical analysis. Certainly a reader tends to be of higher intelligence, to come from a home which encourages reading and to be of above average intelligence. However, the cases of nonoccurrence help to account for the modest predictability obtained from our statistical analysis. The case studies present us with a rich array of individuals who have denied that central tendency and have developed their own unique and complex reading behaviour response. No one response is quite like any other, and no one pattern of underlying causes is quite like any other as if in defiance of any attempt at objectification and quantitative statistical analysis.

In order to display this more clearly each factor which may be of significance in the development of reading behaviour will be examined in some detail.

Home Environment

The case studies clearly showed that although many readers came from homes in which reading is encouraged this is certainly not a necessary prerequisite for reading. In fact some of the most avid readers came from homes in which reading was ignored or even actively discouraged.

Most striking of these subjects would be Helen, whose father does not read at all and feels that reading is a complete waste of time. In fact any books in the home or interest in reading has been sparked by Helen herself.

Both Kaye and Dawn had little if any encouragement to become readers, there was little reading material in their homes and their mothers did not in any way actively encourage their reading habit. Even in Jane's case with a background which provided reading materials and emotional stability, Jane's mother did not read at all herself and found Jane's reading was sometimes a waste of time and inclined to keep her away from her chores. In view of the modelling found to be significant with the parent of the same sex, this lack of parental encouragement is even more unusual.

By way of contrast many of the nonreaders came from homes in which there has been encouragement to reading in every sense. They in fact frequently had brothers and sisters who were voracious readers. One of the best examples of this is Lynette, whose mother is studying to become a school librarian and who feels that reading is of vital importance for "self-education, recreation and good therapy." There have always been books in the home and Lynette has always been read to and taken to the library. Nicole, whose mother explains that "I tried, I really tried," and Bill, who has been brought up in a home in which books and magazines have formed an intimate and important part of the setting for both his parents.

Admittedly these cases were chosen because they demonstrated deviance of average tendencies but the extremes which were found in the two groups were not anticipated before the interviews commenced.

Sociceconomic Level

Judged by socioeconomic level of their father's occupation, 6 of the readers would be placed in the lowest socioeconomic level and a further 2 are in foster homes and information was not available concerning their father's occupation. By contrast 7 of the 10 nonreaders came from homes which would be judged to be in the highest socioeconomic category on the scale used in this investigation. The readers' fathers were in the main in the semi skilled or unskilled types of occupations, predominantly working with their hands while the nonreaders frequently had fathers, like Bill's and Mark's, whose occupations, of high school teacher and professor were based on bookreading and critical thinking.

Bilingualism and Ethnic Background

Two of the nonreaders had experienced bilingualism in their pre-school backgrounds, Nicole whose parents spoke French and English in the home, and Bill who only spoke German up to the age of four. In the reader sample four had been exposed very early to two languages and three of these were from different ethnic groups, two Cree Indian and one Greek. Kaye, because of an Hungarian babysitter, learned to speak Hungarian before she learnt to speak English. It is hard to judge if the bilingual background of the two nonreaders contributed to their lack of development of the reading habit but at least on the surface this appears to be unlikely.

Educational Background of Parents

Many of the readers, Helen, Jenny, Lynette and John in particular, came from home backgrounds in which both parents had had very little education and in most cases had not tried to carry on further education after leaving school. Many of the nonreaders, on the other hand, had fathers who were exceptionally well educated and parents who had continued to educate themselves through formal courses or through the more informal use of books and reading.

Intelligence and Literacy Level

Reader and nonreader groups displayed similar spans of literacy and intelligence scores. Paula with below average intelligence and Paul with below grade level literacy scores are still avid voracious readers, while Lynette, Mark and George with superior intelligence and high literacy scores scarcely read at all and prefer other ways to assimilate new information.

Use of Other Media

The most consistent difference between readers and nonreaders was their definite preference to learn about things by reading or by some other media. In every case, except Jane's, the readers preferred to learn about things by reading and for Jane reading was a close second to television. By contrast Nicole and Mark were the only two nonreaders who preferred to learn by reading, although they both qualified this remark by saying that this was mainly because they could not find the kind of information they needed on television.

This sounds at first as if it is just another way of saying that readers like to read and nonreaders do not but in view of the very strong contrast and the very strong conviction behind the children's responses it appeared that the two groups of children had either an inherent tendency or a learnt response to find it easier to learn by the sequential ordering of reading or the auditory and multiple sensing methods presented by television. The case studies definitely supported the hypothesis that there are many teenagers who are totally ear-oriented and have already rejected reading as a favoured means of recreation or information seeking. This was typified by Mark who said "the only way to get me to read would be to take the television set away" and who, when he was about 3, would listen to story records for hours but seldom paid any attention to the books that went with them. Lynette prefers to learn "by getting into a discussion." She likes television but also likes to learn by looking at pictures and was keen on music and art.

Most of our readers, except Dawn, have been exposed to television as much as the nonreaders, in fact sometimes more because the television set was practically always on and in the lounge room. This was especially true of Kaye, Chris and Helen. For some reason, however, they have rejected television as a major means of recreation and gaining information. Dawn's case is interesting as her mother attributes much of her children's interest in reading to the fact that the family has only had a television set for the last four years.

Most of the readers, particularly Helen, explained that they did not like pictures in books because they preferred to conjure up their own images of favourite characters. Greg on the other hand cannot imagine people in books and needs to see people or hear their voices before they become real to him.

Few differences could be seen between the readers or nonreaders in their use of other media, they attended movies irregularly but like most adolescents enjoyed listening to music on records or the radio.

Other Activities

Nonreaders expressed frequently that they did not have time to read because they had other things to do. However, with the exception of Greg and Mark who deliver papers they had no more chores or demands on their time than the readers. Frequently the readers were very involved in clubs, hobbies, and lessons; Jane with her music and singing, Helen with guitar, judo and ethnic dancing; and Jenny who attends Greek school and is heavily involved in dancing, sports and baton twirling. In most cases the readers were just as sports minded and socially oriented as the nonreaders and the only difference appeared to be that reading held a place of importance amongst their leisure time activities.

Peer Group

Except for Helen, who mentioned that her friends read even more than she does, readers often mentioned that they read a lot more than their friends. However, they have managed to withstand the pressure of their peer groups and have continued and in many cases accelerated their early reading patterns.

Very clearly, however, children like Brian, Greg and Mark were heavily influenced by their peer group and Brian particularly reported not wanting to be seen going into a library and borrowing a book. Instead he has his sister do this for him. The male nonreaders did not directly say that they saw reading as a female activity but showed a definite tendency to see reading as a nonactive and non-experiencing type of activity, very much second to sports and television.

Psychological Characteristics

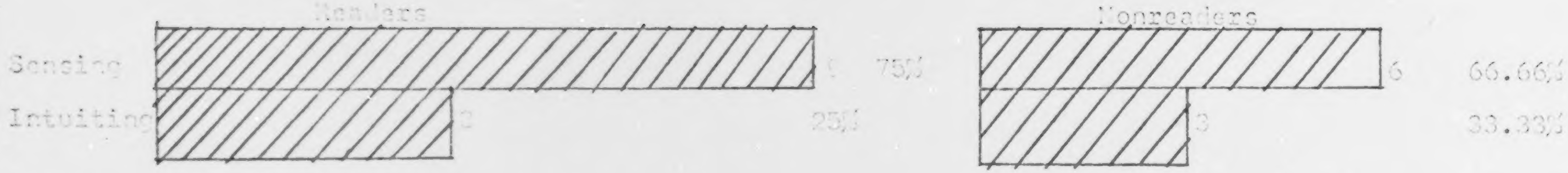
Myers Briggs Type Indicator. Results on the Myers Briggs Type Indicator were not statistically significant because there were not enough subjects in the sample to yield such results. However, tendencies were found for readers to be more introverted than extroverted, 8 to 4, and for nonreaders to be more extroverted than introverted, 7 to 2. Also the trend was for readers to be feelers rather than thinkers, 8 to 4, and for nonreaders to be more thinking than feeling, 6 to 3. (See p. 94 for a full explanation of these types). The other indicators showed the same patterns for both readers and nonreaders. Introversion by Jung's definition means the tendency to direct mental activities toward the internal world of people or things and the feeling person tends to arrive at decisions by appreciating personal and interpersonal subjective values. The extroverted person by contrast directs his mental activities towards the external world of people and things and the thinker arrives at decisions by logical analysis.

A reader tends to be introverted and feeling but there are numbers of cases contrary to this tendency. For example, we have Michael who is extroverted and thinking and Kaye who had one of the highest extroversion scores in the sample of 22. Conversely, nonreaders show a tendency to be more extroverted and thinking but again we have Nicole who is both introverted and feeling amongst this group. See Figures 15, 16 and 17 for representation of these types.

Junior Eysenck Extroversion. Using Eysenck's norms for boys and girls of similar age the readers fell into the following categories: 7 introverted, 3 extroverted and 2 average, while of the nonreaders 2 were introverted, 3 extroverted and 5 were average. This again indicates a tendency for the readers to be somewhat more introverted than the nonreaders. Eysenck has described the introverted individual as "unsociable, passive, quiet, thoughtful and reserved" and the extroverted one as sociable, active, optimistic, outgoing and impulsive by contrast. Once again Kaye, our sociable, impulsive reader and the quiet, well organized Vicki demonstrate the dangers of generalizing these tendencies.

Eysenck Neuroticism Score. Both readers and nonreaders showed a similar distribution of scores on the EPIN scale, readers ranging from 5 to 20, and nonreaders from 4 to 19. Some of the readers because of extremely unnourishing early backgrounds had serious histories of neurosis and showed some evidence of present neurotic behaviour. The most obvious examples of this are Michael, Andy and Bill.

However in the case of Stan we have a nonreader who although his neuroticism was not evidenced on the Eysenck scale has demonstrated the moody, touchy, restless and rigid behaviour of the neurotic.



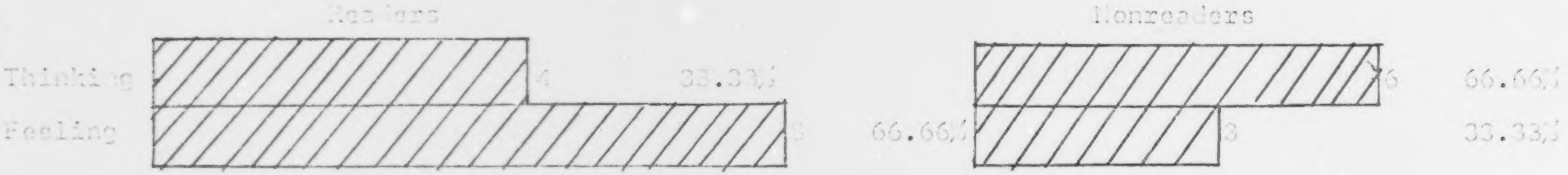
Readers Valid = 12
M = 3.250
SD = .452

Nonreaders Valid = 9
M = 3.333
SD = 5.000

Varible MBSN

FISHER'S EXACT TEST = .52322
PHI = .09129

Myers Briggs Thinking or Feeling Type



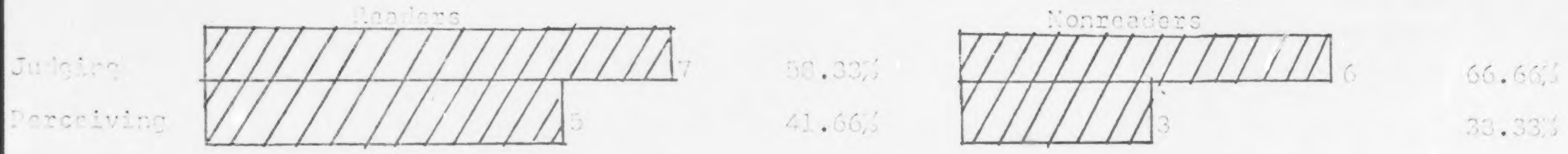
Readers Valid = 12
M = 5.667
SD = .492

Nonreaders Valid = 9
M = 5.333
SD = .500

Varible MBTF

FISHER'S EXACT TEST = .14206
PHI = .33029

Figure 15: Myers Briggs Sensing or Intuiting Types



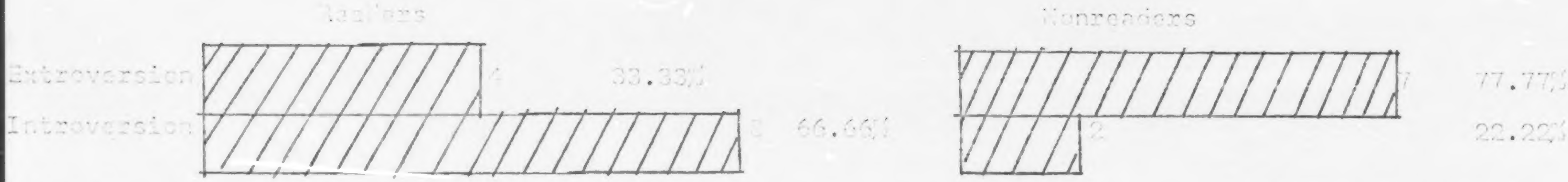
Readers Valid = 12
M = 1.417
SD = .515

Nonreaders Valid = 9
M = 1.333
SD = .500

Variable MBJP

FISHER'S EXACT TEST = .52786
PHI = .08402

Myers Briggs Extroversion or Introversion Type

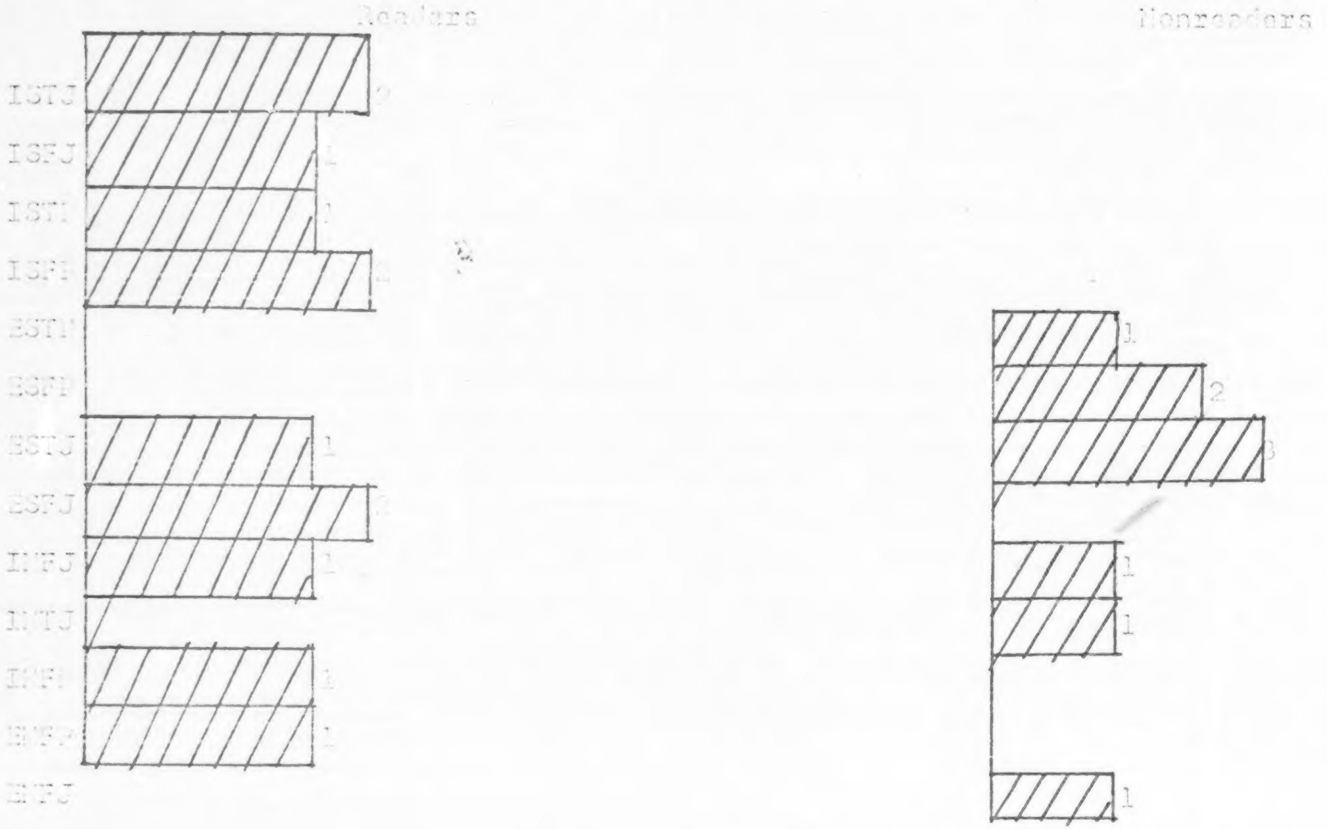


Readers Valid = 12
M = 1.667
SD = .492

Nonreaders Valid = 9
M = 1.222
SD = .441

Variable MBEI

Figure 16: Myers Briggs Judging or Perceiving Types



Readers Valid = 12
M = 5.[illegible]17
SD = 3.[illegible]

Variable MBOT

Nonreaders Valid = 9
M = 8.000
SD = 3.041

Figure 17: Myers Briggs Overall Types

Self-esteem. Both readers and nonreaders on the Coopersmith academic and full scale self-esteem inventories showed wide scattering from low medium to high, the full scale scores ranging from 44 to 84 for readers and 52 to 86 for nonreaders. Surprisingly, readers were not more comfortable with their academic achievement than were the nonreaders. From this select sample there was no trend to suggest that readers tend to have higher self-esteem than nonreaders or vice versa.

Self-rating. The self-rating scale on which the twenty-two cases recorded their reading level proved to be a valid indicator in each case of their actual reading behaviour and could well have been used as one basis for the selection of the reader, nonreader samples.

Books and Their Availability for the Group

Readers in this particular group did not tend to have more books in their homes than nonreaders and some of them in fact provided the only reading material available by bringing library books into the home, which were then used by other members of the family. John and Helen were outstanding examples of this tendency. On the other hand the homes of nonreaders like Nicole, Lynette, Stan, Bill and Mark were crowded with reading material ranging from popular magazines to scholarly books and the range included many children's books.

The readers did not have better school library facilities but almost without exception they made use of the public library, in contrast to the nonreaders who used it very little.

Many of the nonreaders mentioned that they preferred to read comic books, joke books, sport books or books with pictures; over other kinds of material. In fact Stan, Vicki, Mark and Greg read nothing else unless they were forced to do so for school assignments. The range of books enjoyed by the reader group was quite wide, ranging from biographies to car books, from love stories to history books, from books about personal adjustment to those on science.

Occupational Aspirations

Readers did not have higher occupational aspirations than nonreaders. Kaye thought she might be a 'go-go' dancer, while Paula would like to get married; Phillip and Michael would like to drive a truck. On the other hand some of the nonreaders indicated that they had high ambitions including being an oceanographer, a veterinarian, or an optometrist.

School Success and Favourite Subjects

Being readers certainly has not guaranteed success in school. Two of the keenest readers in the sample, Scott and Andy, have school records of constant failure. Paula, too, has had a very poor school performance up to this year.

Some of the readers are exceptional students, like John and Jane, but so too are the nonreaders, especially Lynette who attended enrichment classes in Ottawa and George and Barney who have scored very highly on tests of achievement administered in the school and in terms of general school progress. Few consistent differences seemed to exist between the readers and nonreaders according to their preferences or abilities in school subjects, readers and nonreaders alike enjoyed art or music. Readers tended to display somewhat more ability in language and composition, and nonreaders to favour mathematics and sports.

Why Readers or Nonreaders?

Why do some of these children read in every spare minute while others scarcely read at all? This is a question that can only be answered by a close examination of each individual included in the sample. However, once this is done in most cases it becomes very clear and obvious why each individual has chosen his own particular pattern of reading behaviour.

Undoubtedly, some of the readers in the sample have used or are still using reading as a means of escaping the harsh reality and grim circumstances in which they find themselves. Helen, Kaye, Phillip, Scott, Dawn, Michael and Andy would all seem to be examples of this set of circumstances. For them reading has become a haven to which they are able to go for a while; a place more secure, consistent and acceptable than their actual environments. For a while Andy can imagine himself in control of his situation as he reads about Hitler's domination of Europe, and Scott can live the moments of triumph of the sports' hero. This sample did not suggest that the children who displayed neurotic tendencies or had a rather tenuous grip on reality were afraid to surrender themselves to reading. Instead they seemed to seek it out as a means of identification with strong figures and temporary bolstering of their self image.

John was the best example of a truly critical and self-educating reader, who read widely, both fiction and non-fiction, and questioned, compared, and contrasted much of what he read. Not trying to escape from a harsh background John seemed more able to read over a wider range.

Paula was a beautiful example of the significance that one individual can have over another in changing behaviour. A child who had trouble learning to read and generally with all school related subjects, Paula did not enjoy reading at all until she came to live with her new foster parents. Since that time following the model of her foster mother Paula has gradually begun to read. At the time of the study her book reading centred around love and other adolescent problems but her range of interest will probably widen later.

Michael describes how a single event turned him into a reader. This happened as he researched for a school assignment and discovered that he could find immense numbers of books on one small subject and became fascinated by the range of materials and information available to him.

Greg, too, demonstrated how a child can change his reading habits as part of a total change in attitude to his social environment. From hardly reading anything Greg now reads quite widely as he struggles to improve his school achievement. The feeling of the library as a friendly place to be has probably had a good deal of influence on his ability to change his attitude towards books.

Jane expressed her reason for reading as a desire "to learn more about the world around her"; Dawn "likes to learn about herself," while Michael only likes to read about real events or concrete things "that could really happen."

Of the nonreaders Nicole, Bill, Vicki and Stan, all experienced difficulties in learning to read and in their early school experiences. They have never been able to gain a fluency or skill in reading which has made it for them a pleasurable, or relaxing experience.

Another reason for nonreading seems to be that the children had always associated reading with school related projects and for that reason have negative or work connotations associated with it. Greg and Mark felt that reading is something which they only engage in when they have to do an assignment for school.

As explained above, many of the nonreader sample did not read simply because they enjoyed or find other media a lot easier to use. This overlapped a good deal with the fact that some of the children have found reading difficult. However, this was not always the case as many of the sample, although having very high literacy scores still preferred to use other media as primary methods of learning.

Summary

In conclusion, it seems evident that in each case no single reason can be found to account for or explain the development of the individual patterns of reading behaviour. Rather the data indicates that multiple factors contribute to the behaviour, all interlocking in a complex matrix of environmental, social and heredity factors. The case studies, also, demonstrate that individuals are capable of changing their pattern of reading behaviour given the right set of circumstances and that efforts on the part of parents, teachers or librarians can render such changes at appropriate times in the individual's life.

Consideration of Individual Variables

Sex

The most important individual variables and clusters suggested by factor analysis (see Appendix J) were considered in light of both the statistical analysis and case study analysis. This study found, like most previous ones, that girls read more than boys; 71.60% of the reader sample were girls, while only 23.40% of the nonreader sample were boys. Significant at the .001 level this difference has a Chi-square of 110.54610 (see Table 18).

Sex also proved to have one of the highest correlations with reading amount, females correlating highly with reading while males correlate highly with nonreading. One of the best discriminators between readers and nonreaders, sex, was first out in the discriminant analysis and second in the multiple regression analysis. Like Terman and Lima (1926) sex was found to be a more significant determinant of reading amount than intelligence.

Because of the strength of sex and its relationship with reading, two multiple regressions were carried out, entering the same variables for males and females.

Somewhat different patterns were obtained for the two analyses. This does not assist in explaining why girls read more but it does give us a glimpse into the differing underlying patterns which influence their reading behaviour.

For the girls more variables were entered before there ceased to be a substantial contribution made by the variables to the multiple regression. For the boys seven were entered. Tables 20 and 21 summarize these two analyses.

For girls, the step-wise multiple regression indicates that number of books the child owns is the most useful predictor followed in order by having a quiet place to read, IQ, does mother use a library, do brothers and sisters use a library, does the child like school, does the mother read books, does the home have an encyclopedia and does the child

TABLE 19

Sex Distribution of Readers and Nonreaders

	Readers		Nonreaders	
	N	%	N	%
Female	184	71.60%	54	23.48%
Male	73	28.40%	176	76.52%

TABLE 20

Multiple Correlations Between Amount of Reading and Selected Variables for Males

Variable	Multiple R	Increase in R^2
N Books	.45302	———
IQ	.57366	12.38%
NM School	.60679	3.91%
BF Read	.62664	2.44%
SReady	.64365	2.16%
HQuiet	.65487	1.45%
Movies	.66341	1.12%

TABLE 21

Multiple Correlations Between Amount of Reading and Selected Variables for Females

Variable	[illegible]ltiple R	Increase in R^2
NBooks	.41917	———
HQuiet	.51216	8.66%
IQ	.56491	5.68%
MLib	.60585	4.79%
SLib	.62532	2.39%
Scho	.64306	2.25%
BMRead	.65825	1.97%
Enc	.67351	2.03%
SReady	.68457	1.50%

like someone to read to her. Forty-six per cent of the variance is accounted for by these variables.

On the other hand step-wise regression for the boys indicates that after number of books the child owns, which is the most important predictor, the order of importance is: IQ, number of things liked most about school, if father reads books, does child like someone to read to him, having a quiet place to read and how often the boy goes to the movies.

The most outstanding difference here appeared to be the modelling afforded by the parent of the same sex. Boys were very much influenced by how often their father read books and used a library and by whether their brothers and sisters used a library. In 1960 Mazurkewicz also reported a positive correlation between fathers' and sons' opinions about reading and suggested that modelling was taking place of sons' for their fathers. Movies only appeared as significant for boys suggesting that girls who read and those who do not read are likely to attend movies with about the same frequency. Boys, however, exhibited a significantly different amount of movie attendance displaying a negative relationship in which those boys who read a lot tended to go to the movies less frequently than those who read very little, or conversely, for males, high movie attendance correlated significantly with low reading amount.

A negative relationship was found for the girls and the significant factor, whether the child had her own encyclopedia. This indicated that girls who did not have an encycopledia in the home were more likely to become readers than those who did. This would seem to reflect back to the fact that girls were keener readers of fiction than boys, and also that nonreaders tended to associate reading mainly with school work and the need for information rather than with a more pleasurable or relaxing experience. This is a similar finding to that of Hanson (1969) and Diehl (1972) who reported that girls are more likely than boys to see reading as a pleasurable experience.

To sum up, like the previous findings of Jordan (1926), Mente (1928), Nunbler (1948), Fisk (1961), Hanson (1969), Sirota (1971) and Desjardis (1972), the present study found that girls read far more than boys and that sex was one of the most important predictors of reading amount.

Intelligence

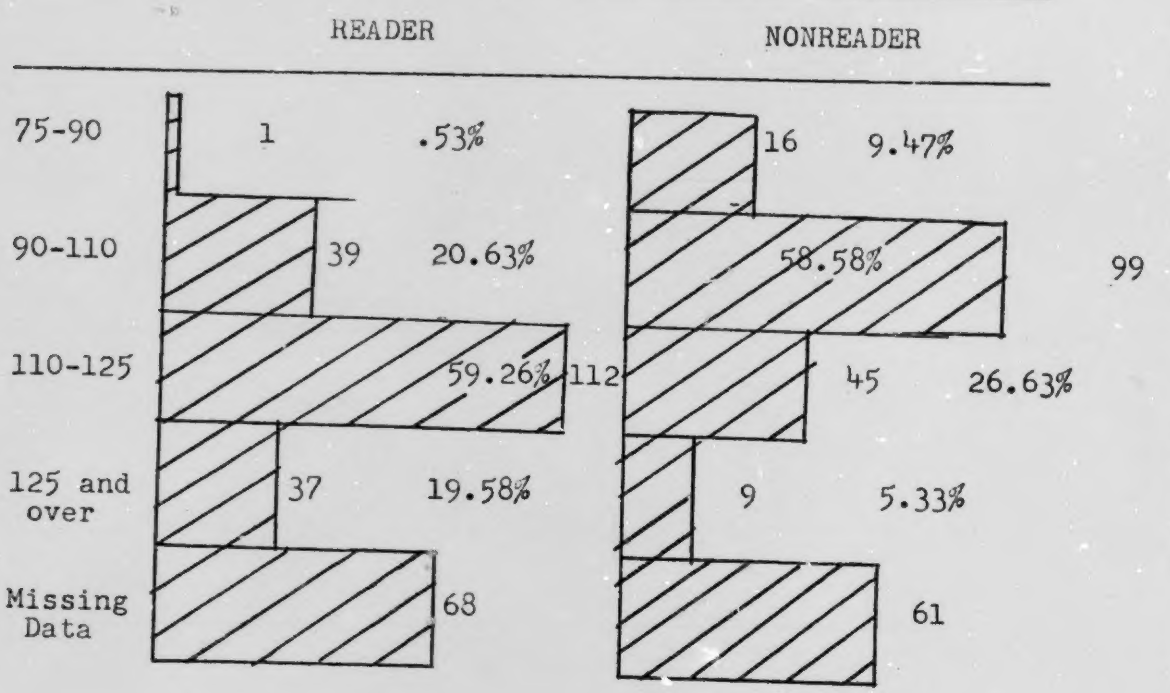
Like the previous studies of Terman and Lima (1926); Burks, Jenson and Terman (1930); Lazar (1937) and Lang (1968), this study found that IQ proved to be an important predictor of reading amount and also an important discriminator between readers and nonreaders. Of the readers, 78.84% had IQ's of above 110 and only 31.96% had IQ's below 110 (see Figure 18). A Chi square of 84.10318 was obtained at a .001 level of significance.

IQ emerged behind literacy, sex and book related variables in analysis which attempted to order variables, ranking sixth in multiple regression analysis and only fifteenth in discriminant analysis. This was similar to Hansen (1967) and Helterbriidle (1975) who both ranked IQ behind other more important variables.

A partial correlation between amount of reading and literacy controlling for IQ, reduced the correlation from .5055 to .3148 indicating that a higher IQ is important to the development of a high degree of literacy. This is almost exactly the same finding as Lyscombe (1956) who also reported a partial correlation of .30 using the same variables. Since literacy was entered into statistical analysis as well as IQ, this may account for some of the loss of significance noted for IQ in this study.

Literacy

The variable literacy which was obtained by averaging the scores on comprehension and vocabulary on the Canadian Test of Basic Skills, was one of the most significant discriminators and correlated highly with reading amount. This finding agreed with the previous studies of Clarke (1969), Long and Henderson (1970) and Anderson (1963). First out in the multiple regression and second in the discriminant analysis it demonstrates the fact that those who have learnt to read with fluency and understanding are far more likely to read for pleasure. This of course becomes a self-perpetuating circle, with readers becoming constantly



Readers Valid = 189

M = 2.979

SD = .652

VARIABLE IQ

CHI Square = 84.10318 with 3 Deg. of freedom.

Significance = .00000

Kramer's V = .48469

Nonreaders Valid = 169

M = 2.278

SD = .707

Figure 18: Intelligence Distribution of Readers and Nonreaders

more literate and many nonreaders slipping back into a state of partial illiteracy. This was further corroborated by the previously reported nonreader case studies and by O'Connor (1968) who found that disabled readers displayed avoidance attitudes to reading and engaged in practically no voluntary reading. The partial correlation mentioned above indicates that literacy is very dependent on the IQ level of the individual.

Psychological Characteristics

The psychological characteristics as measured by the Junior Eysenck Personality Inventory, Cooper Self-Esteem inventory and Myers Briggs Type Indicator, yielded few significant relationships with reading amount and failed to discriminate between readers and nonreaders. The Myers Briggs test did not yield significant statistical results because not enough cases were entered into the analysis. However as discussed in the case studies, interesting trends were produced by some of the type indicators.

The Eysenck neuroticism and extroversion scores did not show up as significant in any of the analysis. It is concluded that readers and nonreaders demonstrated no significant differences in terms of the dimensions measured by this test.

However, the results for the Coopersmith Academic and Full Scale Self-Esteem indicated that some slight differences exist, contributing 9-16% of the variance. Those with higher self-esteem tended to read more, especially those with high academic self-esteem. A scattergram of this relationship indicated that it was a linear relationship, not curvilinear as had been suspected. However, while some readers were found to have a very low level of self-esteem, the number was not substantial.

The only other personal characteristic which proved to yield a significant Chi Square, 13.12277, between readers and nonreaders was the variable of whether the child got nervous reading in front of the class. The Kramer's V however indicated that only a very small amount of variance was being contributed by this, approximately 2%.

Whether the child is left or right handed, how often he has been absent from school; whether he is nervous if he speaks in front of the class; how often he had moved and how often he was absent from school, did not discriminate at all.

The fact that these psychological factors or variables failed to discriminate or correlate highly was disappointing as it was hoped to be able to objectify some of the intuitive suggestions of previous writers. The finding on handedness concurs with that of Sabatine and Becker (1971) and Barclay (1970). Cramer and Dosey (1970) also found no difference for high and low mobility groups.

Level and Type of Occupation of Child's Mother and Father

Somewhat surprisingly, by contrast to a large number of other studies conducted on readers and nonreaders or users and nonusers of the library, the level and type of the parents' occupations were not found to be of very great importance (see Appendix I, Table 26). This finding agreed with that of Myers (1940) and Deboer (1957) of Grade IX subjects in Georgia. The most important discriminator by a very slight amount proved to be the type of occupation of the mother, the main difference being that a larger per cent of readers (51.00%) than nonreaders (42.18%) had mothers who were housewives. Other differences included the fact that a larger number of readers have mothers in medicine (11.24% compared to 3.32%), while nonreaders tended to have mothers in clerical positions (22.75% compared to 13.65%) and in sales and service (25.12% compared to 12.05%). Unlike the previous study by Anderson (1963) this study did not find that parents' occupations classified by social class rather than type of occupation, made them better predictors of reading amount.

There were found to be significant although slight correlations between fathers' occupation level and whether he reads books or uses the library, .2381 and .2123. Controlling for socioeconomic level of father's occupation, reduced correlations between this and amount of reading for variables, number of books children own, and whether the family subscribes to magazines, very slightly.

Examination of all evidence indicates that in this particular city and for this sample socioeconomic level or type of occupation of parents does not prove to be a very significant predictor of amount of reading or discriminator between readers and nonreaders.

Occupational Aspirations of Child

The Chi Squares between readers and nonreaders on the variables 'social class of job child would like to have' and 'type of job child would like to have', are significant. However, like the previous variables they do not contribute substantially or prove to be important in the ordering of significant variables. The type of job the child would like to have contributes most to the variance, 12.46%. Some slight significant correlations were found between the job the child would like to have and the job his or her father and mother have. This is perhaps a further indication of modelling behaviour on the part of the child, with the parent of the same sex.

School Related Variables

Only the number of things the child likes about school, the number of things the child dislikes about school and whether the child likes school or not were entered into the multiple regression and discriminant analyses. The number of things the child liked about school was 8th. in importance in predicting reading amount and 14th. as a discriminator between the two groups. There were also obvious differences between readers and nonreaders in the type of subjects they like or dislike and do well in. Readers do much better in literature and spelling and grammar as compared to nonreaders. Both readers and nonreaders reported math as their best subject more frequently than any other subject but readers reported it less than nonreaders. Similarly, readers were more likely to like spelling, grammar and composition and to like math somewhat less. Very few children disliked Physical Education but a larger percentage of nonreaders (26.64%) reported it as a favorite subject than readers (11.81%). Few other significant differences were evident although it was interesting to note that for readers and nonreaders, social studies was the most frequently reported disliked subject.

Readers as would be expected were far more likely to like school, 82.42% compared to 55.22% for nonreaders. In reporting what they liked most about school the highest percentage of readers (26.46%) reported socializing and the highest percentage of nonreaders, sports (29.09%). Readers were more likely to report socializing (26.46% compared to 17.51%) and the nonreaders sports, (29.09% compared to 13.99%). Scarcely discernible differences were obtained between readers and nonreaders on learning things and special subjects. Few differences were found in what the children reported as liking least about school. Nonreaders were slightly more likely to mention work, (22.12% compared to 14.29% for readers) and special subjects (nonreaders

33.18% compared to 24.49% of readers).

Readers were more likely to report more things liked about school and fewer things disliked than nonreaders and thus displayed more of a positive attitude towards school. This is not surprising when so much of the school curriculum and time in school is devoted to reading.

In summary readers displayed slightly more favorable attitudes to school than nonreaders and a slightly different pattern of likes, dislikes and abilities with respect to school subjects and school activities. These findings displayed somewhat different trends to the studies of Haverley (1965) and Lock (1974) who found no differences between avid and reluctant readers.

Readers and Public and Separate Schools

The difference between separate and public schools and amount of reading proved to be significant, producing a Chi square of 17.19502. However, the difference was extremely small and significant at the .02814 level. The difference observed was in favour of public schools, indicating that children attending separate schools in Grade VII in this city were somewhat less likely to be readers than those attending public schools, a finding similar to that of Steinberg (1972) and Hajda (1963) who both reported that Protestants read more than Catholics.

Home Environment and Reading Amount

Many of the variables associated with home environment had significant relationships with amount of voluntary reading, but only two, 'Number of books the child owns" and "Having a quiet place to read,' have any substantial contribution to make. The Family situation of the child, whether the parents are living together or not, displayed no significant relationship, nor did the library the child's family or friends used or the fact that the child or his father speak another language.

The number of children in the family proved to be a significant discriminator with a Chi square 25.56104 and a .02942 level of significance. Readers tended to come from slightly smaller families than nonreaders, three children as compared to four. This agreed with a similar finding by Goldstein (1970) but disagreed with Harris (1961) who found birth order significant. This study found that the position of the child in a family did not appear to be related to the amount of reading carried out.

The two variables which contributed most to a relationship with reading amount were in themselves heavily weighted with reading, especially the 'Number of books the child owns.' The child who likes to read was more likely to be given or to buy books, than the child who had demonstrated no interest in this activity.

Surprisingly, the fact that the child was read to as a child only contributed about 8% to the variance, probably because about 75% of all children in the sample had been read to regularly, while only 7% of readers and 18% of nonreaders reported that they had never been read to.

The only significant variable with respect to language, was if the mother spoke another language, all other measures of bilingualism proved to be insignificant. The greater significance of the mother's language is undoubtedly due to the fact that the mother usually spends more time with the preschooler than the father and so is more significant in the development of language skills.

The use of the library by the child's mother and brothers and sisters were important predictors of reading amount, as was how often the father reads magazines, an important discriminator between readers and nonreaders. An analysis of boys and girls indicates that some modelling occurs, with boys imitating the reading behaviour of their fathers and the girls that of their mothers.

In summary, as assessed in this study, the home environment of the child did not appear to contribute as substantially to the relationship with reading amount as had been expected from previous studies, especially those of Crocker (1967), Indehar (1974) and Rodinguez (1969).

Use of Libraries and Where Child Gets His Books From

A child's use of libraries and where he gets his books from were found to be important discriminators between readers and nonreaders. This was to be expected since library surveys have shown that most readers are library users and that 70% of nonusers are also nonreaders.

Fifty per cent of readers and only 13% of nonreaders used the public library more than once a week, compared to 19% of readers and 54% of nonreaders who went less than once a month, 24% of nonreaders and 4% of readers who never went. Similar comparisons could be made about the school library but because most children have to go with their class to the school library the differences were not as great. However, 34% of readers and 14% of nonreaders reported attending three times a week or more.

Readers, probably because they are library users, reported more steps in finding a book in the library and showed more understanding of research methods than nonreaders.

A high percentage of both readers and nonreaders reported what they liked most about the school and public library was the books and other materials, 87% of readers and 66% of nonreaders reported this category for both school and public libraries. Children apparently still associated libraries primarily with books and related materials even though the public library provided a large number of programs and activities. However, a larger percentage of nonreaders, 34% compared to 7% of readers notice and express a liking for non-book things such as the library building, activities and the librarian. This would suggest that library sponsored programs and individual contact on the part of the librarian would be more important to the nonreader than reader.

In reporting what he or she disliked about the school and public libraries more interesting differences were evident. Quite a few readers reported that they "like everything," and a higher percentage were satisfied with the public library than with the school library. The percentages varied from about 15% to 35%. Nonreaders were far more likely to report that there were not enough books, or that they could not find a book they liked to read, than readers. In other words the collections of both school, and public libraries were far less appealing to nonreaders than they were to readers, although 42% and 57% of readers and nonreaders reported they could not find a book in the school library. More readers are satisfied by the public library, only 25% reported not being able to find a book. A large proportion of readers and nonreaders, but especially nonreaders, were frustrated by the rules in libraries, an average of 20% mentioned rules as the thing they most disliked about libraries.

There were quite a few differences between readers and nonreaders and their use and attitudes towards school and public libraries, in general nonreaders used them less and were less satisfied with them, especially with their book collections.

Use of Leisure Time

This cluster of variables included the child's spare time activities, the clubs he belonged to, the lessons he took and his use of other media. Most of the variables had significant Chi squares but made very little substantial contribution. The difference between the amount of time spent doing homework, listening to the radio and to records was not found to be significantly different for the two groups. Both readers and nonreaders listened to records more than they did to the radio and spent about the same time doing homework as they did listening to records.

The influence of television and other media were found to be less important considerations in respect to the amount of reading carried out than was anticipated by the researcher. This study certainly revealed that television was an important factor in the lives of all children in the sample, 80% of readers and 88% of nonreaders watched television for at least 5 hours a week, with 35% of readers and 61% of nonreaders averaging 30 hours or more a week. There can be no doubt about the influence of television on a major proportion of children in the sample. These figures are very similar to those reported by Witty (1972), Barlyn (1959) and Campbell (1969). However, the hours spent watching television only contributed 10.71% of the variance between readers and nonreaders. Far more readers than nonreaders reported that watching television did not affect their reading, 52% compared to 23% of nonreaders. Some readers, 20%, felt that watching television made them read more but only 3% of nonreaders felt this, while 68% felt it made them read fewer books. Attending plays proved to be the fourth most important discriminator in the discriminant analysis, while amount of time spent listening to records was sixteenth.

In summary, this study did not find that use of other media was as significant a predictor of amount of reading as was expected, but no attempt was made to collect data on the kinds of programs watched and the use of television as a media, data which might possibly have yielded some differences.

In their other leisure time activities readers belonged to far more clubs and took more lessons than nonreaders, as well as showing a wider range of interests and activities. This data certainly does not support the image of the reader as someone who is uninvolved or inclined to engage solely in reading to the detriment of other activities. This agreed with Haverley's (1965) investigation which indicated that readers belonged to more organizations and are more involved than reluctant readers and studies by Link and Hopf (1946) and Cleveland Public Library (1966) which both found that keen readers had more hobbies and more interests. Nonreaders were somewhat more likely to engage in sports oriented activities, 39% reporting sports as their favorite spare time activity compared to 15% of readers. Sports were the nonreaders favourite activity and were second only to reading for the readers.

Readers were somewhat more likely to take music lessons and to belong to bands and musical clubs. Few nonreaders belonged to any clubs other than sporting ones. The same pattern was seen with lessons, although 21% of nonreaders were found to take some kind of music lessons.

The child's favourite spare time activity was found to be one of the more significant variables in statistical analysis, however, it needs to be remembered that for many of the children reading was their favourite activity and so much of the variance of the independent variable was included in the dependent variable.

In summary, several differences appeared to exist between readers and nonreaders in their choice of leisure time activities, differences which proved the readers to be somewhat more involved and more broadly involved over the range of pastime activities.

Motivation for Reading

While the variables were all significant contributors to reading amount, they contributed only a small amount to the variability. However, certain trends or tendencies can be observed in the frequency table percentages. Nonreaders turned to reading more to learn facts or to seek information (30.77%) than for any other reason and far more than readers

(19%). Readers on the other hand read more for pleasure and to satisfy their feelings (30%) than nonreaders (18%). Nonreaders were far more likely to find reading boring, 55% compared to 3% of readers. Ten percent of readers reported they read to identify with the characters, but no nonreaders reported doing this. On the other hand nonreaders (12%) were more likely to read to seek adventure than readers (4%).

In conclusion, nonreaders tended to associate reading with information seeking and school assignments more than readers, who were more likely to read for pleasure, for the feeling it brought, and for identification with the characters in the books.

Books and Their Availability

Variables associated with books and their availability proved to be some of the strongest discriminators between readers and nonreaders. Admittedly such variables were heavily weighted with reading but their importance, nevertheless, could not be underestimated. Readers were far more likely to read both fiction and nonfiction books than nonreaders, but the largest difference between the two groups was displayed by whether they read fiction books or not. This variable had a Chi square of 25.43051 and Cramer's V of .72075. The difference implied that nonreaders if they read anything tended to read nonfiction rather than fiction.

Readers are far less likely to enjoy someone reading to them, 18% to 35% and this proved to be one of the most important variables in all three multiple regression analyses. This would appear to be associated with the fact that nonreaders frequently are not good fluent readers and may prefer to get their information through auditory means.

Another variable which proved to be an excellent discriminator is whether a child buys books with his own money. Highly significant, this variable with a Chi square 83.0074 has put the measure in of .4183. Eighty-nine percent of readers buy books with their own money compared to 52% of nonreaders. Readers not only read books more than nonreaders, they also read magazines and the paper more frequently. Fifty-seven per cent of readers compared to 50% of nonreaders read magazines once a week, 85% of readers and 72% of nonreaders read the newspaper once a week or more.

Significant and substantial differences could be observed between the format of book most disliked and the type of book liked most. Other variables associated with the type and format of books were significant but not substantial. The only variable in this group which did not discriminate significantly between readers and nonreaders was whether the child reads comic books or not. Only 13% of the children never read comic books; the other 87% read them sometimes. Forty-two per cent of readers read comics once a week or more and 40% of nonreaders.

Readers tended to favour paperback and hardcover books and disliked magazines the most. Nonreaders, on the other hand, voted overwhelmingly against hardcover books and in favour of comic books and paperbacks. This agrees with a study of Sirota (1971) who also found that children associated paperbacks with enjoyment and found them easier to understand than hard cover books. When asked about the type of book they liked the most, 27.39% of nonreaders reported sports books and 12.95% read animal stories. Readers on the other hand preferred mysteries 20%, love stories 12%, science fiction 11%. Pooling all first, second and third choice of preferred types of books, 94 responses were obtained for nonreaders on comics, 55 on joke books, 51 on sports. For readers, pooled responses gave us the most popular category as mysteries, 113, love stories 73 and science fiction 62.

In conclusion substantial difference existed in the type of books and reading material readers and nonreaders preferred and these variables were some of the most important predictors of reading amount examined. Tersely stated, a preference for comic books, joke books and sport books was highly associated with 'nonreaders,' while a preference for mystery books, love story books and science fiction was highly associated with 'readers.'

Readers and their Peer Group

Very little statistical data was available on this variable, as data was only collected as to whether the friends of readers are more likely to use the library than the friends of nonreaders. A statistically significant Chi square of 7.03076 was found at the .008 level of significance. The difference however was not substantial, and most of the sample reported that their friends did in fact use a library.

Summary

Like the majority of studies undertaken on reading a large number of variables were found to be associated with the amount of reading. However, even after using several different statistical techniques only about half of the variance in amount of reading could be accounted for by these quantifiable variables leaving the other 50% still unidentified.

In spite of this several interesting preferences, and characteristics of readers became evidenced which point directions for library service and school curricula.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Conclusions

Statistical analysis of tests and questionnaires has revealed that readers tend to be different to nonreaders in many ways. Readers:

- tend to be female,
- tend to have a higher level of reading ability,
- tend to have more books of their own and to be inclined to buy them with their own money,
- tend to have a quiet place to read,
- tend to engage in more and a wider range of spare time activities,
- tend to have parents, particularly a parent of the same sex who reads a lot and uses a library,
- tend to read more for pleasure and to satisfy feelings,
- tend to most enjoy reading mystery, love and science fiction stories,
- tend to read magazines and newspapers, as well as books, more frequently,
- tend to go to plays more often,
- tend to be more likely to like school and to like more things about it,

- tend to use more frequently and to have more favourable attitudes towards school and public libraries,
- tend to have normal to above average intelligence,
- tend to watch slightly less television and to read about the same amount of books as they would if they did not watch television,
- tend to come from somewhat smaller families of about three children,
- tend to live in a slightly higher socioeconomic level area of the city,
- tend to have parents whose occupations are in slightly higher socioeconomic levels,
- tend to have aspirations for jobs at a slightly higher socioeconomic level,
- tend to belong to more clubs and take more lessons,
- tend to have slightly higher self-esteem,
- tend to be less likely to have a mother who speaks another language,
- tend to be less nervous when reading in front of the class,
- tend to be less likely to be good at and to like mathematics and physical education,
- tend to be more likely to like and to be good at literature, spelling and grammar,
- tend to have a family which subscribes to magazines,
- tend to be slightly more likely to attend movies,

- tend to attend a public rather than a separate school,
- tend to be less likely to read nonfiction,

than nonreaders.

Of these discriminators between readers and nonreaders; sex, level of reading ability, IQ, number of books the child has, whether he has a quiet place to read, what he does in his spare time, the child's use of libraries, if his family read or use a library and certain preferences for reading material prove to be the most statistically significant and the best predictors of amount of reading. The methodology and statistical devices employed do not allow the assumption of causality so it can only be inferred that some of these factors have contributed to the development of the reading habit.

However, in spite of knowing something about these factors of heredity, environment and personality and the way in which they interrelate in their contribution to the development of reading behaviour, in the case studies final analysis indicated that each individual presents his own unique and dynamic pattern much of which always remains unknown to the statistician.

These studies gave the researcher a glimpse into some of these unique patterns and underlined the dangers of overgeneralization and loose application of tendencies. Almost all of the case studies defied central tendencies and the experimenter glimpsed children who were, for example, readers but had below average intelligence or who came from families in which reading was not encouraged or nonreaders who came from families where reading was encouraged and an important part of the environment or who had a high level of reading ability. If another 22 case studies had been chosen it is highly probable that each child would show another unique and individual pattern of voluntary reading. It seems that the qualitative exploration of nonmeasurable environmental factors is a richer source of understanding voluntary reading in its full expression of individuality. Apart from the wide array of complexities and exceptions that unfolded the exciting finding was that not only do children frequently defy expectations, but that often they change their reading habits which may have appeared to have been established during the early formative years. We saw that these children as growing developing beings changed their mind about reading as they changed their mind about other forms of behaviour. Some children in this study started to read either because of a pleasurable experience with an affectionate foster mother, an assignment from an insistent teacher or because of a happy, warm association with a library. All unexpected, unprecedented and unplanned occurrences but they worked for these children at a particular time in their lives and demonstrated that certain elements in a child's life can produce, guide or contribute to his attitudes towards reading.

The research project has shown, therefore, that although there are certain tendencies for children to become readers or nonreaders, that change is possible. Since most of the factors which we know are associated with reading are beyond our control to change; such as a person's sex, his intelligence or family background; it becomes necessary to examine the group of variables concerned with aspects of reading behaviour over which we have some control. These controllable variables are those concerned with the use of books, the preferences for types of books, the use of libraries by readers and nonreaders and level of literacy.

One of the aims of the present study was to discover the factors which contribute to the development of the habit of reading or nonreading and from this information to suggest ways of encouraging the nonreader to read.

Because of the great importance displayed by the variables of sex and literacy, schools and libraries need to explore the possibility of organizing specially designed programs to overcome sex stereotyping and illiteracy. For example, programs on women's liberation and efforts to overcome sexual stereotyping in the classroom and reading programs for illiterates or those who are experiencing reading problems. At the same time there is a need to establish collections of high interest and low level reading materials for children and adults. Libraries particularly need to demonstrate their willingness to become involved in community literacy programs by providing such materials; a space to conduct reading classes and if trained staff are available the willingness to offer such classes themselves.

The study has shown that the nonreader tends to associate and to use reading almost exclusively to seek information and for school related assignments. Nonreaders have seldom experienced any pleasurable associations with reading. We know, however, that he or she favours books about sport, joke books and comic books, and we know, that for all children, having the kind of books they like available and close at hand is of vital importance in encouraging them to read.

Putting all this information together we conclude that what is needed to encourage nonreaders to read is small classroom or public library neighbourhood collections, predominantly composed of comic books and paperbacks, with some magazines thrown in and a lot of sports oriented material. Knowing that nonreaders are more comfortable with auditory media, such as radio, tape and television we must use these media as much as possible in conjunction with books. Knowing that nonreaders are more concerned about programs and the non-book aspects of libraries than readers we need to make sure that nonreaders have as much individual contact with librarians as possible and that librarians and teachers attempt to understand the unique reading behaviour of each child with the same care as his total behaviour. If possible we need to understand the meaning and value that reading has for each child. This plea for individuality in reader assistant has previously been made by Strang (1942) and Wollner (1949).

It seems obvious that unless some of these devices are employed the barriers that nonreaders have built up against reading, will never be broken down, and they will never establish a habit of reading. Until such time as a reading habit is formed all the quality collections in the world will continue to be read by a rather select group of children who are established readers. Surely within the range of morally acceptable material each child, including the nonreader, has a right to have the kind of materials of his choice made available for his use. The constant insistence on providing the kind of book which appeals to teachers and librarians without considering its appeal to children makes no sense and is one of the greatest perpetuators of the habit of not reading.

In summary, this study has attempted to discover some of the factors which contribute to the development of the habit of reading, and has also studied the uniqueness and individuality of reading as just one example of the complexities of human behaviour.

Suggestions for Further Study

Further surveys of this type will not be useful or more illuminating than the present study because at best they can only suggest tendencies and generalities. Such surveys and their accompanying statistics often used to fit prefabricated conclusions, until we have more sensitive measures of human behaviour and human attitudes cannot produce any more conclusive results.

The most productive field for further study seems to lie in the direction of attempting to further understand the learning style of individuals, and to further explore the tendency of readers and nonreaders to be introverted or extroverted, internalised or externalised, and more thinking or feeling according to the Myers Briggs Type Indicator.

Other lines of investigation should include further exploration of the unique patterns of reading behaviour and more delving into the use of reading made by individuals and the quality of their reading material.

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APPENDIX A

Letters Requesting and Giving Permission for the Study

Regina Public Library
QUI LEGIT REGIT
FOUNDED A.D. 1908
TELEPHONE 523-7621 2311 TWELFTH AVENUE, REGINA, SASKATCHEWAN S4P 0N3

November 27, 1975

Mr. W.A. Herle
Director of Education
Separate School Board
2160 Cameron Street
Regina, Saskatchewan

Dear Mr. Herle:

I will be carrying out research during the next few months to determine the major differences between a selected sample of "readers" and literate "non-readers". The factors to be studied in some depth will be socioeconomic status; intelligence and other abilities; reading history; cultural atmosphere and reading encouragement in the home; use of audiovisual materials, use of other mass media, use of school and public libraries, reading preferences and habits; use of leisure time; psychological characteristics and physical characteristics.

It is expected that the results of the study will have significant implications for schools and libraries as knowledge of such factors will undoubtedly assist in establishing criteria for library service and in suggesting ways to encourage and develop the habit of reading in people. The group selected for study is Grade VII students in Regina schools. This group was selected because research has shown Grade VII students to be at the height of reading interest and activity and because students at this age can readily follow instructions and complete tests and questionnaires.

Funding for the study has been received from the Canadian Library Association and I have the support of my Chief Librarian, Ronald Yeo, and the Library Board. I believe you were approached by Mrs. Fay Rafter from our library staff about a similar study. She has since left the library and I have taken over and developed her proposal.

.....2

The research project will include full statistical analysis of the data obtained. The methodology and analysis will be supervised and guided by four University professors from the University of Regina.

I request, therefore, permission to have all Grade VII students in Regina schools complete the enclosed brief questionnaire and short reading tests. At the most, all three tests would take about thirty minutes to administer. The data obtained will then be used to select a sample of "readers" and "non-readers" who would then be approached through their respective teachers for permission to collect further data. If possible, I would like to request that the initial distribution will then take place through the individual schools and will be carried out by the University of Regina Sample Survey Centre.

I am enclosing a "summary of research" and copies of the preliminary tests and questionnaire. I could also forward a full proposal and letters from other public libraries in Canada offering their support of the project, if you are interested. I can be contacted at 523-7621 for any further information. As funding from the Canadian Library Association is now approved I would like to commence collection of data as soon as possible so an early reply regarding this matter would be greatly appreciated.

Thank you for your consideration.

Sincerely,

Sarah Landy
Head of Adult Services

SL:ep
encl.

Regina Public Library

TELEPHONE 523-7621 2311 TWELFTH AVENUE, REGINA, SASKATCHEWAN S4P 0N3

November 27, 1975

Mr. R. Burnett
Director of Education
Board of Education
1870 Lorne Street
Regina, Saskatchewan

Dear Mr. Burnett:

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It is expected that the results of the study will have significant implications for schools and libraries as knowledge of such factors will undoubtedly assist in establishing criteria for library service and in suggesting ways to encourage and develop the habit of reading in people. The group selected for study is Grade VII students in Regina schools. This group was selected because research has shown Grade VII students to be at the height of reading interest and activity and because students at this age can readily follow instructions and complete tests and questionnaires.

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Thank you for your consideration.

Sincerely,

Sarah Landy
Head of Adult Services

SL:ep
encl.

THE BOARDS OF EDUCATION

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FOR THE REGINA CATHOLIC SCHOOLS
(GRATON R.C.S.S.D. NO. 13 AND REGINA R.C.S.H.S.D.)
2160 Cameron Street
Phone 525-0591
S4T 2V6

February 5, 1976.

Ms. Sarah Landy,
Head of Adult Services,
Regina Public Library,
2311 - 12th Avenue,
Regina, Saskatchewan.

Dear Sarah:

This will confirm that you have received authorization to conduct your proposed study of a selected sample of "readers" and literate "non-readers" at the Grade Seven level in our schools.

This authorization of your worthwhile project is done on the understanding that the following conditions will be met:

1) that, unless specifically authorized to the contrary, any public reference to the study will not identify the school, district, or system in any manner;

2) that while students, teachers and principals will be requested to cooperate, they will be advised that participation in the study is voluntary;

3) that before the second phase of the study, which is to undertake to identify the various differences of these two groups, will be undertaken, there will be a response solicited by mail from the parents indicating their approval for participation in this facet of the study;

4) that our office be provided with a copy of the completed study;

...

5) that information about the student, which is additional to that in your instruments, will be obtained from the Research and Information office.

At this time, I would like to wish you every success with this research project. I hope that you will call on me if you require any further assistance or information.

Best personal regards,

GJ Dumelie

G. J. Dumelie,
Research and Information Officer.

GJD:bb

c.c. - W. A. Herle
- J. A. Holash
- Dr. John F. Cleland, University of Regina
- Ronald Yeo, Chief Librarian, Regina Public Library

THE BOARD OF EDUCATION

FOR

THE REGINA PUBLIC SCHOOL DISTRICT No. 4 OF SASKATCHEWAN

AND

THE REGINA COLLEGIATE INSTITUTE

ADMINISTRATION OFFICES

1870 LORNE ST.
REGINA, SASK.
S4P 2L9

February 6, 1976.

Mrs. Sarah Landy,
Regina Public Library,
2311 - Twelfth Avenue,
Regina, Saskatchewan.

Dear Mrs. Landy:

Pursuant to our discussion of Tuesday, February 3, I am pleased to advise you that permission is granted to conduct a research project entitled Reading Behaviour in Pre-Adolescents involving the Grade 7 students in our schools.

Principals have been advised today that you or your representative will be contacting them directly regarding this project. Further, they will be advised under the conditions which this research is to be conducted.

(1) Participation in the research project is voluntary on the part of the school and the individual student.

(2) Following the initial sample survey, parental consent is to be obtained prior to administering of the second set of Instruments and Interviews for the case studies.

Further, it is suggested that the permission slips be returned to you in a stamped self-addressed envelope.

(3) The results of the Standardized Tests which you have requested will be made available to you from our Central Office files.

I have enclosed a list of schools which indicate classes at the Grade 7 level.

May I wish you every success with this endeavour.

Yours sincerely,

M. Popp,
Assistant Superintendent.

MP:ek

February, 1976

Dear Parent:

Initial approval was given by both the Separate School Board and the Board of Education to carry out a sampling survey of the reading behavior of Grade VII students in Regina schools. The study is being funded by the Canadian Library Association. The purpose of the study is to discover the factors which contribute to the development of reading habits and from this to ascertain some future policies and directions for library service.

Your child is one of a number of students in the Grade VII sample. Each child in the sample will be given three questionnaires taking approximately one hour and ten minutes to complete. The questionnaires will administered in the classroom.

Later on in the project about twenty children will be selected for more intensive case studies which will include parent and teacher interviews.

You are asked to complete the following permission slip and return it in the enclosed stamped addressed envelope.

Thank you for your cooperation in this matter.

- -

I would agree to my child being included in the first part of the study involving three questionnaires.

Yes_____ No_____

I would agree to my child, if selected, being included in the second part of the study involving parent and teacher interviews.

Yes_____ No_____

Parent's Signature____

APPENDIX B

Questionnaires, Psychological Tests and Interview Guides

QUESTIONNAIRE I

NAME____
LAST FIRST MIDDLE

ADDRESS____

AGE____________________ BOY__________GIRL___________
(PLEASE CHECK CORRECT ONE)

SCHOOL____

There are no right or wrong answers to the questions. Please answer the questions as honestly as you can.

Office Use Only

1. Say how much you read (not including school readers, magazines or comic books). Check the one which applies to you.

more than 5 books a week
five a week
four a week
three a week
two a week
one a week
two a month
one a month
two a year
one a year
less than one a year

2. About how many books have you read during the last 6 months?

____

3. Name 5 of the books you have read during the last year. Name author and title and what the book is about. If you don't remember all this, just give the details you do know.

e.g. Lancaster, Ruth, The Outcast
It is about a girl who runs away from home and her adventures.

Froman, Jill Into the Hills
It is a story about an Indian tribe.

1) __________

2) __________

3) __________

4) __________

5) __________

QUESTIONNAIRE II

NAME____
LAST FIRST MIDDLE

ADDRESS____

SCHOOL____

AGE____________ PLACE OF BIRTH____________________
CITY COUNTRY

SEX M / F

THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS. PLEASE ANSWER ALL THE QUESTIONS AS HONESTLY AS YOU CAN.

OFFICE USE ONLY

1. Number of children in your family? ________

2. Where do you fit into the family? (put 1 if you are the eldest, 2 if you are the second eldest, 3 if you are the third eldest, etc.)______________

3. How many times have you moved in your life?__________

4. About how many books of your own do you have?________

5. What do you like most about school?__________________

____

____

____

6. What do you like least about school?________________

____

____

____

7. What is your favorite school subject?_______________

____

8. What is your best school subject?___________________

____

9. What subject do you dislike the most?_______________

____

10. What is your worst school subject?_________________

____

11. Explain how to find a book in the library___________

____

____

____

____

____

____

OFFICE USE ONLY

12. What is the name of your father's job?______________________

____

13. What is the name of your mother's job?______________________

____

14. What do you like to do best in your spare time?_____________

____

____

15. What other things do you do in your spare time? (Please put them in order. Put what you like best first, the next best second, etc.

Activity	Time spent per week in this activity
1.	
2.	
3.	
4.	
5.	
6.	

16. What clubs do you belong to? (Please put each on a separate line)?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

17. Is there anything about yourself that makes you want to read?______________________

____

____

OFFICE USE
ONLY

18. What kinds of lessons do you take? (e.g. ballet, piano, band, karate, etc. Please put each on a separate line.)

1.______________ 4.______________

2.______________ 5.______________

3.______________ 6.______________

19. How often have you been absent from school for more than a month?______________

20. What is your favourite fairytale?______________

____

21. What is the most frequently used proverb or saying in your family?______________

____

____

____

22. What job do you think you would like to have?______________

____

____

23. What do you look for in choosing a book to read for pleasure?

____

____

____

____

GO ON TO NEXT SECTION

PART II

OFFICE USE ONLY

IN THIS SECTION, IF THE ANSWER TO THE QUESTION IS YES, CHECK YES ☑ NO ☐

IF THE ANSWER TO THE QUESTION IS NO, CHECK YES ☐ NO ☑

1. Do you have an encyclopedia in your home? Yes ☐ No ☐
2. Does your family subscribe to any magazines? Yes ☐ No ☐

   If the answer is "yes", name the magazines if you can

   ____

   ____

   ____

   ____
3. Can you speak another language? Yes ☐ No ☐

   If the answer is "yes", name the other language ____________
4. Does your mother speak another language in the home? Yes ☐ No ☐
5. Does your father speak another language in the home? Yes ☐ No ☐
6. Do you like school? Yes ☐ No ☐
7. Do you like someone reading to you? Yes ☐ No ☐
8. Do you like reading? Yes ☐ No ☐

   If the answer is "yes" why do you read? ________________

   ____

   ____

   If the answer is "no", why don't you read? ________________

   ____

   ____
9. Do you ever buy books (other than comic books) with your own money?

   Yes ☐ No ☐
10. What do you use reading for? (you may check more than one)

    To get information for school assignments ☐

    To get information for my own interest ☐

    Just for pleasure ☐ To improve myself ☐

OFFICE USE
ONLY

11. Why don't you read? (you may check more than one)

I find it too boring ☐ I am too busy ☐
I would rather do other things ☐
I can't find a quiet place to read ☐

12. Does your mother use a library? Yes ☐ No ☐
If the answer is "yes" check which one(s) she uses.
Church ☐ Public ☐ Private Club ☐

13. Does your father use a library? Yes ☐ No ☐
If the answer is "yes" check which one(s) he uses.
Church ☐ Public ☐ Private Club ☐

14. Do your brothers and sisters use a library? Yes ☐ No ☐
If the answer is "yes" check which one(s) they use.
Church ☐ Public ☐ Private Club ☐

15. Do your friends use a library? Yes ☐ No ☐
If the answer is "yes" check which one(s) they use.
Church ☐ Public ☐ Private Club ☐

16. Do you have your own bedroom to read and study in? Yes ☐ No ☐

GO ON TO NEXT SECTION

PART III

OFFICE USE ONLY

IN THIS SECTION YOU ARE ASKED TO PUT A CHECK BESIDE THE ONE THAT APPLIES TO YOU THE MOST.

1. The kind of book I like the most is:

   paperbacks ☐ hard covered books ☐
   comic books ☐ magazines ☐

2. The kind of book I dislike the most is:

   paperbacks ☐ hard covered books ☐
   comic books ☐ magazines ☐

3. Because of watching TV I read:

   more books ☐ fewer books ☐
   the same number of books I would read if I never watched TV ☐

4. I read part of the newspaper:

   every day ☐ three times a week ☐
   once a week ☐ less than once a week ☐
   never ☐

5. I read comic books:

   about every day ☐ about three times a week ☐
   about once a week ☐ less than once a week ☐
   never ☐

6. I read fiction books:

   every day ☐ three times a week ☐
   once a week ☐ less than once a week ☐
   never ☐

7. I read magazines:

   every day ☐ three times a week ☐
   once a week ☐ less than once a week ☐
   never ☐

OFFICE USE ONLY

8. I read non-fiction books:

every day ☐ three times a week ☐
once a week ☐ less than once a week ☐
never ☐

9. Where do you get the books you read from? (you may check more than one)

public library ☐ school library ☐
home ☐ from a friend ☐
other way (say which) ____________

10. How often do you go to the school library?

every day ☐ three times a week ☐
once a week ☐ less than once a week ☐
never ☐

11. Say how much you read (not including school readers or comic books):

more than 5 books a week ☐ five a week ☐
four a week ☐ three a week ☐
two a week ☐ one a week ☐
one a month ☐ two a year ☐
one a year ☐ less than one a year ☐

12. How often do you go to the public library?

every day ☐ three times a week ☐
once a week ☐ once a month ☐
less than once a month ☐ never ☐

13. Which public library do you go to? (you may check more than one)

Central, downtown on 12th Ave. ☐
Connaught Branch ☐ Albert Branch ☐
Regent Park Branch ☐ Booktrailers ☐
Prince of Wales Branch ☐

14. Which section of the public library do you use?

Boys and Girls section ☐ Adult section ☐
Both ☐

15. Which hand do you use to write?

left ☐ right ☐ both ☐

OFFICE USE ONLY

16. My mother reads books:

often ☐ sometimes ☐ never ☐

17. My mother reads the newspaper or magazines:

often ☐ sometimes ☐ never ☐

18. My father reads books:

often ☐ sometimes ☐ never ☐

19. My father reads the newspaper or magazines:

often ☐ sometimes ☐ never ☐

20. How often do you go to the movies?

more than once a week ☐ once a week ☐
twice a month ☐ once a month ☐
four times a year ☐ twice a year ☐
once a year ☐ less than once a year ☐
never ☐

21. How often do you go to plays or concerts?

more than once a week ☐ once a week ☐
twice a month ☐ once a month ☐
four times a year ☐ twice a year ☐
once a year ☐ less than once a year ☐
never ☐

22. How often do you watch TV?

more than once a week ☐ once a week ☐
twice a month ☐ once a month ☐
four times a year ☐ twice a year ☐
once a year ☐ less than once a year ☐
never ☐

23. How many hours do you watch TV in a week?

more than 50 hours ☐ 50 hours ☐ 40 hours ☐
30 hours ☐ 20 hours ☐ 10 hours ☐
5 hours ☐ less than 5 hours ☐
never ☐

24. How many hours do you spend reading in a week?

more than 50 hours ☐ 50 hours ☐ 40 hours ☐
30 hours ☐ 20 hours ☐ 10 hours ☐
5 hours ☐ less than 5 hours ☐ never ☐

OFFICE USE ONLY

25. How many hours do you spend doing homework in a week?

more than 50 hours ☐ 50 hours ☐ 40 hours ☐
30 hours ☐ 20 hours ☐ 10 hours ☐
5 hours ☐ less than 5 hours ☐ never ☐

26. How many hours do you listen to the radio in a week?

more than 50 hours ☐ 50 hours ☐ 40 hours ☐
30 hours ☐ 20 hours ☐ 10 hours ☐
5 hours ☐ less than 5 hours ☐ never ☐

27. How many hours do you listen to records in a week?

more than 50 hours ☐ 50 hours ☐ 40 hours ☐
30 hours ☐ 20 hours ☐ 10 hours ☐
5 hours ☐ less than 5 hours ☐ never ☐

28. What do you like best about the public library? (mark only 1 answer)

library books and other material ☐
the librarians ☐
library activities and programs ☐
library building or room ☐
library rules and regulations ☐

29. What do you like best about the school library?(mark only 1 answer)

library books and other material ☐
the librarians ☐
library activities and programs ☐
library building or room ☐
library rules and regulations ☐

30. What do you dislike most about the public library?

can never find the book I want ☐
the librarians ☐
library activities and programs ☐
library building or room ☐
too many rules and regulations ☐

Please explain more about the ones you have checked: ____________

____

____

____

____

FOR OFFICE USE ONLY

31. What do you dislike most about the school library?

can never find the book I want ☐
the librarians ☐
library activities and programs ☐
library building or room ☐
too many rules and regulations ☐

☐☐☐☐☐

Please explain more about the ones you have checked:__________
____
____
____

32. Can you ever find a quiet place at home to read?

always ☐ sometimes ☐ never ☐ ☐☐☐

33. Do you get nervous if you have to read from a book in front of the class?

a lot ☐ a little ☐ not at all ☐ ☐☐☐

34. Do you get nervous if you have to speak in front of the class?

a lot ☐ a little ☐ not at all ☐ ☐☐☐

35. How often have you been absent from school this year?

a month ☐ 3 weeks ☐ 2 weeks ☐ ☐☐☐☐☐
1 week ☐ 4 days ☐ 3 days ☐ ☐☐☐☐☐
2 days ☐ 1 day ☐ never ☐
other ☐ (say which)________________________

36. How often did your parents read to you as a child?

seldom ☐ frequently ☐ regularly ☐ ☐☐☐☐
never ☐ other ☐ (say which)________________

37. Check which one(s) apply to you

my parents live together ☐ my mother is dead ☐
my parents are separated ☐ my father is dead ☐ ☐☐☐☐☐☐☐
my parents are divorced ☐ I live with fosterparents ☐
other ☐ (please explain)________________________
____
____

GO ON TO NEXT SECTION

SECTION IV

OFFICE USE ONLY

IN THE FOLLOWING KINDS OF READING MAKE FOUR (4) CHOICES ONLY. PLACE 1 BEFORE THE KIND OF READING YOU LIKE BEST; PLACE 2 BEFORE THE KIND OF READING YOU LIKE SECOND BEST; 3 BEFORE THE KIND OF READING YOU LIKE THIRD BEST AND X BEFORE THE KIND YOU DISLIKE MOST.

- animal (real) ☐
- animals that talk ☐
- Bobsey Twins ☐
- comics ☐
- encyclopedias ☐
- exploration and travel ☐
- fables and fairy tales ☐
- famous people ☐
- ghost stories ☐
- grade readers ☐
- Hardy Boys ☐
- hobbies ☐
- humour ☐
- jobs (nurse, pilot, etc.) ☐
- jokes ☐
- life in the past ☐
- love stories ☐
- magazines ☐
- mysteries ☐
- myths and legends ☐
- Nancy Drew ☐
- newspapers ☐
- books about other lands ☐
- pirates ☐
- poetry ☐
- riddles and puzzles ☐
- science ☐
- science fiction ☐
- short stories ☐
- sports ☐
- stories about Canada ☐
- war stories ☐
- westerns (cowboys) ☐

☐☐☐☐

END OF TEST

QUESTIONNAIRE III

SELF-ESTEEM INVENTORY

Coopersmith

Self-Esteem Inventory

Form A

by

Stanley Coopersmith

University of California at Davis

1975

PLEASE PRINT

Name____ Age__________

School____

Grade____________________ Sex M / F Date__________

Directions

On the following page, you will find a list of statements about feelings. If a statement describes how you usually feel, put a check (✓) in the column "LIKE ME." If the statement does not describe how you usually feel, put a check (✓) in the column "UNLIKE ME."

There are no right or wrong answers.

Example:

	Like me	Unlike me
I am a hard worker.	( )	( )

There are 58 statements to be answered. Begin at the top of the following page and mark every statement.

Administration time about 12 minutes.

Coopersmith Self-Esteem Inventory

Form A - 58 items

	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming.	( )	( )
2. I'm pretty sure of myself.	( )	( )
3. I often wish I were someone else.	( )	( )
4. I'm easy to like.	( )	( )
5. My parents and I have a lot of fun together.	( )	( )
6. I never worry about anything.	( )	( )
7. I find it very hard to talk in front of the class.	( )	( )
8. I wish I were younger.	( )	( )
9. There are lots of things I'd change about myself if I could.	( )	( )
10. I can make up my mind without too much trouble.	( )	( )
11. I'm a lot of fun to be with.	( )	( )
12. I get upset easily at home.	( )	( )
13. I always do the right thing.	( )	( )
14. I'm proud of my school work.	( )	( )
15. Someone always has to tell me what to do.	( )	( )
16. It takes me a long time to get used to anything new.	( )	( )
17. I'm often sorry for the things I do.	( )	( )
18. I'm popular with kids my own age.	( )	( )
19. My parents usually consider my feelings.	( )	( )
20. I'm never unhappy.	( )	( )
21. I'm doing the best work that I can.	( )	( )
22. I give in very easily.	( )	( )
23. I can usually take care of myself.	( )	( )
24. I'm pretty happy.	( )	( )
25. I would rather play with children younger than I am.	( )	( )
26. My parents expect too much of me.	( )	( )
27. I like everyone I know.	( )	( )
28. I like to be called on in class.	( )	( )
29. I understand myself.	( )	( )

	LIKE ME	UNLIKE ME
30. It's pretty tough to be me.	( )	( )
31. Things are all mixed up in my life.	( )	( )
32. Kids usually follow my ideas.	( )	( )
33. No one pays much attention to me at home.	( )	( )
34. I never get scolded.	( )	( )
35. I'm not doing as well in school as I'd like to.	( )	( )
36. I can make up my mind and stick to it.	( )	( )
37. I really don't like being a boy - girl.	( )	( )
38. I have a low opinion of myself.	( )	( )
39. I don't like to be with other people.	( )	( )
40. There are many times when I'd like to leave home.	( )	( )
41. I'm never shy.	( )	( )
42. I often feel upset in school.	( )	( )
43. I often feel ashamed of myself.	( )	( )
44. I'm not as nice looking as most people.	( )	( )
45. If I have something to say, I usually say it.	( )	( )
46. Kids pick on me very often.	( )	( )
47. My parents understand me.	( )	( )
48. I always tell the truth.	( )	( )
49. My teacher makes me feel I'm not good enough.	( )	( )
50. I don't care what happens to me.	( )	( )
51. I'm a failure.	( )	( )
52. I get upset easily when I'm scolded.	( )	( )
53. Most people are better liked than I am.	( )	( )
54. I usually feel as if my parents are pushing me.	( )	( )
55. I always know what to say to people.	( )	( )
56. I often get discouraged at school.	( )	( )
57. Things usually don't bother me.	( )	( )
58. I can't be depended on.	( )	( )

[illegible]

QUESTIONNAIRE IV

JUNIOR EYSENCK PERSONALITY INVENTORY

Published by EdITS
P.O. Box 7234, San Diego, California 92107

[illegible] 362-364 [illegible] (REMOVED)
[illegible] TO

QUESTIONNAIRE VIII

MYERS-BRIGGS TYPE INDICATOR Form F Parts 1-3

Educational Testing Service, Princeton, New Jersey

PAGE(S) 366 - 377 ~~WAS~~ (WERE) ~~MISSING~~ (REMOVED)
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QUESTIONNAIRE IX

READING ATTITUDE SCALE

QUESTIONNAIRE IX

SELF-RATING SCALE: ATTITUDE TOWARD READING

The Self-Rating Scale

Name:..............................

Grade:.............................

Date:..............................

Rate yourself on this scale:

-3 -2 -1 0 +1 +2 +3

Below are some descriptions of possible attitudes toward voluntary reading or reading as a pastime, ranging from extreme enthusiasm (+3) to avoidance or dislike (-3), with a middle point, labeled Indifference (0). Decide which of these is your attitude and place a check along the scale above, wherever you think you belong.

+3	Enthusiasm	"I love to read. I become easily absorbed. I'd rather read than anything else!"
+2	Liking	"I like to read. I can get interested in reading many kinds of material."
+1	Acceptance	"I read about average for my age and grade. I always read what is expected of me. Some books I like better than others."
0	Indifference	"It isn't that I dislike reading, but there are always other things to do. I don't get around to reading. It doesn't seem important."
-1	Desultory interest	"I'm seldom in the mood. I might read, if there were some good things around; I'm too busy to hunt them up."
-2	Resistance	"It seems a waste of time. It rather bores me. I'm too restless to sit and read."
-3	Avoidance	"The last thing I would ever do is to read. Don't bring me any books. I wouldn't even open one! I hate to read!"

APPENDIX B, SECTION 4

INTERVIEW GUIDES USED WITH READER AND NONREADER CASE STUDIES

INTERVIEW GUIDE I

INTERVIEW SCHEDULE USED

WITH THE READER CASE STUDIES FOR

INTERVIEWING SUBJECTS AND THEIR PARENTS

INTERVIEW GUIDE I

NAME____
LAST FIRST MIDDLE

ADDRESS____

AGE____________________ BOY_______ GIRL__________
(PLEASE CHECK CORRECT ONE)

SCHOOL____

THIS QUESTIONNAIRE IS TO BE USED AS AN INTERVIEW GUIDE ONLY.

PART 1

PARENT OR GUARDIAN INTERVIEW.

1. Has ____________________ always liked to read? If not, when did he (she) start to enjoy reading?______________________

2. Do you like to read?____

3. Does your husband (wife) like to read?________________________

4. If you do read, what do you like to read?_____________________

5. Do you read the newspaper?___________________________________

6. Do you like to watch T.V.?__________________________________

7. Do you like to listen to the radio?__________________________

8. Did you read to _________________ when he (she) was small?_____

9. When did ____________________ learn to read? __________________
   Did he (she) show an interest in learning to read early?_________

10. Why do you think _________________ likes to read so much?_______

11. Do you have any ideas of what _____________________ would like to be?____

12. How does ____________________ get on with his (her) brothers and sisters? ____________________

13. Does ____________________ get on well with other children? ____________________

14. Do you think reading is "good" for ____________________? ____________________

15. Is ____________________ easy to manage at home? ____________________

16. Does ____________________ do well in school? ____________________

17. Is ____________________ an active child, or is he (she) keener on quiet pastimes? ____________________

18. Do you and your husband (wife) use a library? ____________________

19. Is there anything of significance in ____________________ development? e.g. illnesses; emotional or physical. any losses. problems of adjustment. ____________________

20. What do you like to do in your spare time? ____________________

21. What does your husband (wife) like to do in his (her) spare time?

22. What would you like __________ to be? __________

23. How much education did you have? __________

24. How much education did your husband (wife) have? __________

25. How much education would like __________ to have? __________

26. What jobs have you had? __________

27. What jobs has your husband (wife) had? __________

Child's History: e.g. foster homes

Child's History cont'd.

PART 2

SUBJECT INTERVIEW

1. What kinds of books do you most like to read?____________________

2. Do you have trouble finding the kind of books you would like to read?

3. Do you prefer to learn by listening, watching T.V., or reading?

4. What kinds of things do you do in your spare time?________________

5. Have you always liked to read?______________ If not, when did you begin to enjoy it?______________________________

6. Do you have to read for school?______________________________

7. Do you have to do book reports?______________________________
   How do you feel about book reports?____________________________

8. Do you use a library?_________________ What do you think about it, and how could it be improved?___________________________________

9. Why do you read?____

10. Do your friends read?

11. How do you like school?

Do you do well in school?

12. How do you study?

Do you use the library for assignments?

13. What time of day do you do most of your reading?

14. How do you think children could be encouraged to read?

15. Do you think it is important to read? Why?

16. What kinds of things can you learn about by reading?

listening?

experiencing?

17. Can you imagine characters in books; conjure up pictures of what is going on in books?

18. Do you learn about yourself by reading?

19. What kind of punishment do you get if you do something wrong?________

____

____

____

____

20. Are there any things that bother you a lot?________

____

____

____

____

PART 3

TO BE FILLED IN AT END OF INTERVIEW

1. Describe house ____

____

____

____

____

2. Warmth / empathy of parent:
   _____very high
   _____high
   _____average
   _____low
   _____very low

3. Interest of parent in child and his (her) activities:
   _____very high _____average
   _____high _____low
   _____very low

4. The parent is:
   _____very articulate _____average
   _____fairly articulate _____poor

5. The child is:
   _____very articulate _____average
   _____fairly articulate _____poor

6. This home would be assessed as:
   _____very encouraging to reading
   _____encouraging to reading
   _____average
   _____not very encouraging to reading
   _____discouraging to reading

7. Reading materials seen in the home? ______________________________

____

____

____

8. ______________ seems to be:
   _____very well adjusted _____less well adjusted
   _____well adjusted _____poorly adjusted
   _____average

9. ______________appears to be:

_____very mature for his (her) age
_____mature for his (her) age
_____average
_____somewhat immature
_____very immature

10. ______________is:

_____very attractive
_____attractive
_____medium
_____somewhat unattractive
_____unattractive

11. ______________is:

_____very outgoing
_____outgoing
_____average
_____quite shy and reserved
_____very shy and reserved

INTERVIEW GUIDE II

INTERVIEW SCHEDULE USED WITH
THE NONREADER CASE STUDIES FOR INTERVIEWING
THE SUBJECTS AND THEIR PARENTS

INTERVIEW GUIDE II

NAME ____
LAST FIRST MIDDLE

ADDRESS ____

AGE ____________ BOY ________ GIRL ________
(PLEASE CHECK CORRECT ONE)

SCHOOL ____

THIS QUESTIONNAIRE IS TO BE USED AS AN INTERVIEW GUIDE ONLY.

PART 1

PARENT OR GUARDIAN INTERVIEW.

1. Does __________ read at all? If not, did he (she) used to?__________
2. Do you like to read?__________
3. Does your husband (wife) like to read?__________
4. If you do read, what do you like to read?__________
5. Do you read the newspaper?__________
6. Do you like to watch T.V.?__________
7. Do you like to listen to the radio?__________
8. Did you read to __________ when he (she) was small?__________
9. When did __________ learn to read?__________
   Did he (she) show an interest in learning to read early?__________
10. Why do you think __________ doesn't like to read?__________
11. Do you have any ideas of what __________ would like to be?__________

12. How does ________________ get on with his (her) brothers and sisters? ________________

13. Does ________________ get on well with other children? ________________

14. Do you think reading is "good" for ____________? ________________

15. Is ________________ easy to manage at home? ________________

16. Does ________________ do well in school? ________________

17. Is ________________ an active child, or is he (she) keener on quiet pastimes? ________________

18. Do you and your husband (wife) use a library? ________________

19. Is there anything of significance in ________________ development? e.g. illnesses; emotional or physical. any losses. problems of adjustment. ________________

20. What do you like to do in your spare time? ________________

21. What does your husband (wife) like to do in his (her) spare time? ________________

22. What would you like ________________ to be? ____________________

23. How much education did you have? ____________________

24. How much education did your husband (wife) have? ____________________

25. How much education would like ________________ to have? ____________________

26. What jobs have you had? ____________________

27. What jobs has your husband (wife) had? ____________________

Child's History: e.g. foster homes

Child's History cont'd.

PART 2

SUBJECT INTERVIEW.

1. What kinds of books do you most like to read?________________

2. Do you have trouble finding the kind of books you would like to read?

3. Do you prefer to learn by listening, watching T.V. or reading?________

4. What kinds of things do you do in your spare time?____________

5. Did you ever like to read?____________ Why don't you now?________

6. Do you have to read for school?________________

7. Do you have to do book reports?________________
How do you feel about book reports?________________

8. Do you use a library?________ What do you think about it, and how could it be improved?________________

9. Why don't you read?________________

10. Do your friends read?

11. How do you like school?

Do you do well in school?

12. How do you study?

Do you use the library for assignments?

13. How do you think children could be encouraged to read?

14. Do you think it is important to read? Why?

15. What kinds of things can you learn about by reading?

listening?

experiencing?

16. Can you imagine characters in books; conjure up pictures of what is going on in books?

17. Do you think you can learn about yourself by reading?

18. What kind of punishment do you get if you do something wrong?__________

19. Are there any things that bother you a lot?__________

PART 3

TO BE FILLED IN AT END OF INTERVIEW.

1. Describe house____

____

____

____

____

2. Warmth / empathy of parent: _____very high
_____high
_____average
_____low
_____very low

3. Interest of parent in child and his (her) activities:
_____very high _____average
_____high _____low
_____very low

4. The parent is:
_____very articulate _____average
_____fairly articulate _____poor

5. The child is:
_____very articulate _____average
_____fairly articulate _____poor

6. This home would be assessed as: _____very encouraging to reading
_____encouraging to reading
_____average
_____not very encouraging to reading
_____discouraging to reading

7. Reading materials seen in the home?______________________________

____

____

____

8. ____________________ seems to be:
_____very well adjusted _____less well adjusted
_____well adjusted _____poorly adjusted
_____average

9. ______________ appears to be: _____very mature for his (her) age
_____mature for his (her) age
_____average
_____somewhat immature
_____very immature

10. ______________is: _____very attractive
_____attractive
_____medium
_____somewhat unattractive
_____unattractive

11. ______________is: _____very outgoing
_____outgoing
_____average
_____quite shy and reserved
_____very shy and reserved

INTERVIEW GUIDE III

INTERVIEW GUIDE USED WITH TEACHERS OF THE SUBJECTS INCLUDED FOR CASE STUDY

INTERVIEW GUIDE II

1. Does this child adapt easily to new situations, feel comfortable in new setting, enter easily into new activities?
2. Does this child hesitate to express his opinions, as evidenced by extreme caution, failure to contribute, or subdued manner in speaking situations?
3. Does this child become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, withdrawing?
4. How often is this child chosen for activities by his classmates? Is his companionship sought after and valued?
5. Does this child become alarmed or frightened easily? Does he become very restless or jittery when procedures are changed, exams are scheduled or strange individuals are in the room?
6. Does this child seek much support and reassurance from his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well?
7. When this child is scolded or criticized, does he become either very aggressive or very sullen and withdrawn?

8. Does this child put down his school work, grades, activities, and work products? Does he say he is not doing as well as expected?
9. Does this child show confidence and assurance in his actions toward his teachers and classmates?
10. To what extent does this child show a sense of self-esteem, self-respect, and an appreciation of his worthiness?
11. Does this child publicly brag or boast about his exploits?
12. Does this child attempt to dominate or bully other children?
13. Does this child continually seek attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises?
14. Does this child do well in school?
15. Is this child a discipline problem?
16. Does this child get on well with other children?
17. Is this child's school work improving or worsening?
18. What about sports?
19. Does this child participate well in class activities?
20. Do you see this child as a reader or non-reader?
21. If non-reader, do you think this child's work could be improved by reading more?

APPENDIX B, SECTION 5

SCHEDULE FOR SCHOOL VISITS

SCHOOL VISIT SCHEDULE

1. Describe the school library.

   a) The physical setup of the library, and arrangement of books.

   b) Number and types of books.

   c) How the library is staffed.

   d) How are books signed out.

   e) How are class visits arranged

   f) What hours is the library open.

   g) When can students come to the library on their own.

   h) Are students trained in research skills and in how to use the library.

i) Other comments.

2. Describe the individual reading program in the school.
   a) What methods are used to check on individual participation and progress in reading, e.g. book reports, class discussion, drama.
   b) Assess the enthusiasm of the Grade VII teachers with regard to reading.
   c) Willingness of the teachers to discuss comic strips, funny books and juvenile books along with other types of reading.
   d) Describe the teacher and his attitude with regard to reading.
   e) How much time is allowed for independent reading and how is it integrated into other subjects.

f) Other comments.

3. Describe the school in general.

a) The principal.

b) The teachers interviewed.

c) The atmosphere of the school.

d) The area of the city.

e) The school building.

f) Extra curricular activities carried on in the schools, e.g. sports.

g) The students.

h) Miscellaneous comments.

APPENDIX C

Characteristics of the Myers Briggs Types in High School

CHARACTERISTICS OF THE TYPES IN HIGH SCHOOL

INTUITIVES

WITH FEELING	WITH THINKING		
INFJ Gifted and original student who succeeds through combination of intelligence, perseverance, and desire to please. Puts his best efforts into his work because he wouldn't think of doing less than his best. Quiet, conscientious, considerate of others, widely respected if not popular, but suffers socially from unwillingness to compromise where a principle or conviction is involved.	INTJ Has a very original mind and a great amount of drive which he uses only when it pleases him. In fields which appeal to his imagination he has a fine power to organize a job or piece of work and carry it through with or without the help of others. He is always sceptical, critical and independent, generally determined, and often stubborn. Can never be driven, seldom led.	JUDGING	INTROVERTS
INFP Particularly enthusiastic about books, reads or tells the parts he likes best to his friends. Interested and responsive in class, always attentive and quick to see what the teacher is leading up to. Has a warm, friendly personality but is not sociable just for the sake of sociability and seldom puts his mind on his possessions or physical surroundings.	INTP Quiet, reserved, brilliant in exams, especially in theoretical or scientific subjects. Logical to the point of hair-splitting. Has no capacity for small talk and is uncomfortable at parties. Primarily interested in his studies and wouldn't care to be president of his class. Liked by his teachers for his scholarship and by the few fellow-students who get to know him for himself.	PERCEPTIVE	
ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative, can do almost anything that interests him. Quick with a solution for any difficulty and very ready to help people with a problem on their hands. Often relies on his spur-of-the-moment ability to improvise instead of preparing his work in advance. Can usually talk his way out of any jam with charm and ease.	ENTP Quick, ingenious, gifted in many lines, lively and stimulating company, alert and outspoken, argues for fun on either side of any question. Resourceful in solving new and challenging problems, but tends to neglect routine assignments as a boring waste of time. Turns to one new interest after another. Can always find excellent reasons for whatever he wants.	PERCEPTIVE	EXTRAVERTS
ENFJ Responsive and responsible. Feels a real concern for what others think and want, and tries always to handle things with due regard for the other fellow's feelings and desires. Can lead a group discussion or present a proposal with ease and tact. Sociable, popular, active in school affairs, but puts time enough on his lessons to do good work.	ENTJ Hearty, frank, able in studies and a leader in activities. Particularly good in anything requiring reasoning and intelligent talk, like debating or public speaking. Well-informed and keeps adding to his fund of knowledge. May be a bit too positive in matters where his experience has not yet caught up with his self-confidence.	JUDGING	

CHARACTERISTICS OF THE TYPES IN HIGH SCHOOL
SENSING TYPES

		WITH THINKING	WITH FEELING
INTROVERTS	JUDGING	ISTJ Serious, quiet, earns his success by earnest concentration and unhurried thoroughness. Logical and orderly in his work and dependable in all he does. Sees to it that everything he touches is well organized. Takes responsibility of his own accord. Makes up his own mind as to what should be accomplished and works toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible and conscientious. Works devotedly to meet his obligations and serve his friends and school. Thorough and painstaking, accurate with figures, but needs time to master technical subjects, as reasoning is not his strong point. Patient with detail and routine. Loyal, considerate, concerned with how other people feel even when they are in the wrong.
	PERCEPTIVE	ISTP Quiet, reserved, a sort of cool onlooker at life, observing and analyzing it with detached curiosity and unexpected flashes of original humor. Interested mainly in mechanics, in cars, in sports and in business. Exerts himself only as much as he considers actually necessary, even if he happens to be a star athlete.	ISFP Retiring, quietly friendly, sensitive, hates argument of any kind, is always too modest about his abilities. Has no wish to be a leader, but is a loyal, willing follower. Puts things off to the last minute and beyond. Never really drives himself about anything, because he enjoys the present moment and does not want it spoiled.
EXTRAVERTS	PERCEPTIVE	ESTP Matter-of-fact, doesn't worry or hurry, always has a good time. Likes mechanical things, cars and sports, with friends on the side. A little blunt and insensitive. Can take school or leave it. Won't bother to follow a wordy explanation, but comes alive when there is something real to be worked, handled or taken apart. Can do math and technical stuff when he sees he will need it.	ESFP Outgoing, easy-going, uncritical, friendly, very fond of a good time. Enjoys sports and making things, restless if he has to sit still. Knows what's happening and joins in helpfully. Literal-minded, tries to remember rather than to reason, is easily confused by theory. Has good common sense and practical ability, but is not at all interested in study for its own sake.
	JUDGING	ESTJ Practical, realistic, matter-of-fact, with a natural head for business. Likes the mechanics of things. Not interested in subjects that he sees no actual use for, but can apply himself when necessary. Is good at organizing and running school activities, but sometimes rubs people the wrong way by ignoring their feelings and viewpoints.	ESFJ Warm hearted, talkative, popular, conscientious, interested in everyone, a born cooperator and active committee member. Has no capacity for analysis or abstract thinking, and so has trouble with technical subjects, but works hard to master the facts in a lesson and win approval. Works best with plenty of praise and encouragement. Always doing something nice for someone in a practical way.

Taken from Myers, Isabel Briggs, The Myers Briggs Type Indicator Manual, Educational Testing Services, Princeton, N.J.

APPENDIX D

Means and Standard Deviations
for School Samples on the
Junior Eysenck Personality Inventory

TABLE 22

Means and Standard Deviations for School Samples on the Junior Eysenck Personality Inventory

Grade		N	Extraversion		Neuroticism		Lie Scale	
			Mean	S.D.	Mean	S.D.	Mean	S.D.
4	Majority	108	16.18	3.34	15.46	5.02	4.07	2.43
	Negro	126	15.23	3.19	15.34	4.75	4.44	2.33
	Mexican-American	135	15.01	2.97	15.57	5.08	4.59	2.43
5	Majority	142	17.65	3.65	15.32	4.76	3.39	2.21
	Negro	131	15.45	3.25	15.69	3.97	3.89	2.18
	Mexican-American	123	15.98	3.53	16.12	4.97	4.01	2.26
6	Majority	129	18.52	3.41	13.37	5.64	3.15	2.03
	Negro	123	17.05	3.07	14.35	4.69	3.71	2.49
	Mexican-American	122	15.81	4.05	15.12	5.17	3.37	2.32
7	Majority	155	18.01	3.35	13.62	5.29	2.36	1.94
	Negro	159	16.52	3.37	14.12	5.07	3.68	2.28
	Mexican-American	173	15.86	3.77	14.50	4.62	3.52	2.26
8	Majority	173	18.17	4.06	13.50	4.97	2.08	1.85
	Negro	179	15.99	3.68	13.33	5.01	3.29	2.10
	Mexican-American	172	16.80	4.10	13.33	5.12	3.49	2.45

Based on data collected in a central California school district and reported by Arthur R. Jensen.

TABLE 23

Mean Scores on the Junior Eysenck Personality Inventory for American Samples at Three Age Groupings

Scale	Age			Combined Age
	7 - 9	10 - 12	13 - 15	
Extraversion				
Boys	15.8	16.0	15.8	15.8
Girls	15.8	18.2	16.7	17.0
Neuroticism				
Boys	15.6	13.6	14.2	14.5
Girls	16.1	16.0	18.2	16.4
Lie Scale				
Boys	5.4	3.7	2.5	4.0
Girls	5.3	3.6	3.1	4.2

From data furnished by Gary L. Johnson based on a sample of 107 male and 92 female unselected public school children.

APPENDIX E

Reading Survey Data Code

Card	Item	Column(s)	Code
1	Identification & card number (IDNO)	1 - 4	respondent number & card number
1	GROUP	5	subjects 1-16,reader,male,separate school = 1 " 17-73,reader,male, public " = 2 " 74-121,reader,female,separate " = 3 " 122-257,reader,female, public " = 4 " 258-327,nonreader,male,separate" = 5 " 328-433,nonreader,male,public " = 6 " 434-456,nonreader,female,separate" = 7 " 457-487,nonreader,female,public " = 8
1	SEX	6	female = 1 male = 2
1	AGE	7 - 8	code number in years
1	IQ	9	75 - 90 = 1 90 - 120 = 2 110 - 125 = 3 125 + = 4
1	literacy level (LITERACY)	10 - 11	averaging vocabulary and comprehension on the Canadian Test of Basic Skills. Code number is grade level.
1	Junior Eysenck Personality Inventory Extroversion (EPIE)	12 - 13	code number score on extroversion items, Junior EPI
1	Junior Eysenck Personality Inventory Neuroticism (EPIN)	14 - 15	code number score on neuroticism items, Junior EPI
1	Junior Eysenck Personality Inventory Lie (EPIL)	16	code number score on lie items, Junior EPI
1	Cooper-Smith Self-Esteem Inventory Academic (SEIA)	17	code number score on academic items, CCSEI
1	Cooper-Smith Self-Esteem Inventory Lie (SEIL)	18	code number score on lie items, CCSEI

Card	Item	Column(s)	Code
1	Cooper-Smith Self-Esteem Inventory Fullscale (SEIF)	19 - 21	code number score on all items CCSEI
1	number of children in the family (NCHILD)	22 - 23	code number the actual number of children in the family
1	position of child in the family (PCHILD)	24 - 25	code number the actual position of the child in the family
1	mobility of child's family (MOVED)	26	never moved = 0 moved once = 1 moved twice = 2 moved 3 times = 3 moved 4 times = 4 moved 5 times = 5 moved 6 times = 6 moved 7 times = 7 moved 8 times = 8 moved 9 times or over = 9
1	number of books children own (NBOOKS)	27	up to 25 books = 1 25 - 50 books = 2 50 - 75 books = 3 75 - 100 books = 4 over 100 books = 5
1	what child likes most about school (MSCHOOL 1, MSCHOOL 2, MSCHOOL 3, MSCHOOL 4)	28 - 31	socializing = 1 learning things (discussion, debates, speeches, projects, library for reading) = 2 sports (gym class) = 3 recess = 4 teachers = 5 dprvisl subjects = 6 negativism (hometime, after school) = 7 work (discipline, homework) = 8 other (cooking, being bussed out, looking after animals in science, modern facilities at school, IQ tests, making my mother happy with good marks) = 9

Card	Item	Column(s)	Code
1	number of things child reports as liking most about school (NMSCHOOL)	32	code number the actual number of items listed by subject
1	what child likes least about school (LSCHOOL 1, LSCHOOL 2, LSCHOOL 3, LSCHOOL 4)	33 - 36	teachers = 1 homework, work, classes = 2 school building, library (not enough books), small building, yard, gym, = 3 classrooms, lack of activities = 4 tests = 5 special subject, unspecified = 6 rules, detention, being quiet, long days, getting into trouble = 7 other (not understanding, people fool around, too far from home, teachers pick on people, boring, etc.) = 8
1	number of things child reports as liking least about school (NLSCHOOL)	37	code number the actual number of items listed by the subject
1	child's favorite school subject (FSUBJ)	38 - 39	science = 1 english, reading, literature = 2 social studies (geography) = 3 art = 4 music = 5 math = 6 health = 7 french = 8 physical education = 9 nothing = 10 all subjects = 11 religion = 12 spelling, grammar = 13 composition, writing, language arts = 14
1	child's best school subject (BSUBJ)	40 - 41	as above
1	child's most disliked school subject (DSUBJ)	42 - 43	as above
1	child's worst school subject (WSUBJ)	44 - 45	as above

Card	Item	Column(s)	Code
1	child's library research skills (LIBR)	46	catalogue, author or subject, Dewey = 1 2 things noted = 2 1 thing noted = 3 nothing noted = 4
1	child's social class according to father's occupation (SCOCCF)	47	professional = 1 semi-professional & managerial = 2 lower managerial, sales & clerical = 3 skilled tradesmen & supervisors in trade = 4 semi-skilled = 5 unskilled = 6 miscellaneous = 7 housewife = 8
1	child's father occupation by type of occupation (TOCCF)	48	managerial, administrative & related = 1 teaching & related, religion = 2 medicine & health, social sciences & related fields = 3 clerical & related = 4 natural science, engineering & mathematics = 5 sales & service = 6 farming & processing = 7 machining crafts & equipment, operating occupations, artistic, literary, recreational related, transport = 8 recreational related, transport equipment operating, construction trade, product fabrication, assembling & repairing = 9 housewife = 10
1	social class according to mother's occupation (MSCOCC)	49	as 47
1	mother's occupation by type of occupation (MTOCC)	50 - 51	as 48

Card	Item	Column(s)	Code
1	what child likes to do best in his spare time (SPTB)	52	reading (writing, studying, homework) = 1 socializing (talking on phone, playing, going outside, parties) = 2 music (playing musical instrument, band, dancing, singing, baton) = 3 sports & games (pool, cards, chess, horseback riding) = 4 making things (models, crafts, hobbies, collecting, art, painting) = 5 chores (baking, sewing, helping, babysitting, feeding cattle, pets) = 6 media (watching TV, radio, records) = 7 solitary (thinking, dreaming, writing in diary) = 8 other = 9
1	what child likes to do next best in his spare time (SPT2, SPT3, SPT4, SPT5, SPT6, SPT7)	53 - 58	as above
1	clubs child belongs to (CLUBS 1, CLUBS 2, CLUBS3, CLUBS4, CLUBS5, CLUBS6)	59 - 64	guides, scouts, air cadets, CGIT = 1 band, music, dancing, singing, choir = 2 farm, 4-H, hereford assoc., pony club, riding club = 3 religions = 4 recreation & sports = 5 drama, art = 6 bookreading, writing letters, debating = 7 general clubs = 8 ethnic = 9
1	what makes the child read (WHYREAD)	65	problems; lack of friends, glasses, my health = 1 makes me relaxed, happy = 2 feelings, I feel lonely, something inside me = 3 identification with characters, I imagine I"m in the scene, learn about myself = 4 privacy, escape, to be alone = 5

Card	Item	Column(s)	Code
			to learn facts = 6
			boredom = 7
			adventure seeking = 8
1	kind of lessons the child takes (LESSONS 1, LESSONS 2, LESSONS 3, LESSONS 4, LESSONS 5, LESSONS 6)	66 - 71	swimming = 1
			skiing, skating, snowshoeing = 2
			team sports = 3
			musical = 4
			dancing = 5
			ethnic = 6
			karate & other individual sports, e.g. judo, horseback riding = 7
			drama = 8
			other (crafts, babysitting) = 9
1	how often child has been absent from school for more than a month (ABSENT)	72	never = 0
			once = 1
			twice = 2
			3 times = 3
			4 times = 4
			5 times = 5
2	identification and card number (IDNO)	1 - 4	respondent number and card number
2	child's favorite fairytale (TALE)	5	Three Little Pigs, Hansel and Gretel = 1
			Snow White, Rose Red, Sleeping Beauty Snow Queen, Beauty and the Beast, Rumplestiltskin, Rapunzel = 3
			Thumbelina, Frog Prince, The Happy Prince = 4
			Cinderella = 5
			Puss-in-Boots, Tom Thumb, Pinnocchio, Jack and the Beanstalk = 6
			Ali Baba, Aladdin, Sinbad = 7
			Little Red Riding Hood, Goldilocks = 8
			other = 9
2	most frequently heard proverb or saying (PROV)	6	directive, discipline, order = 1
			if at first you don't succeed, keep trying = 2
			caution = 3

Card	Item	Column(s)	Code	
			careful with money	= 4
			don't waste time or money	= 5
			practice, health	= 6
			getting the point	= 7
			moral, being kind to others	= 8
			other	= 9
2	job child would like to have classified (SCJOBC) by social class	7	as card 1, 47	
2	job child would like to have classified by type of occupation (TJOBC)	8	as card 1, 48	
2	how child would choose a book (CHBOOK)	9	length, not too short, not too long, easy	= 1
			type of book (physical)	= 2
			interesting, exciting	= 3
			about me	= 4
			type of book: humor, adventure, romance, horror, action, serious	= 5
			special subject, horses, the north, families, wildlife, biography	= 6
			emotions, sad, true, happy	= 7
			author title recommended	= 8
			other	= 9
2	whether child has an encyclopedia (ENC)	10	yes	= 1
			no	= 2
2	whether child's family subscribes to any magazines (MAG)	11	yes	= 1
			no	= 2
2	names of magazines (NAMEMAG 1, NAMEMAG 2, NAMEMAG 3, NAMEMAG 4)	12 - 15	women's magazines	= 1
			general interest	= 2
			Canadian	= 3
			rural	= 4
			news	= 5
			technical, financial and scientific	= 6
			juvenile	= 7
			sports, outdoors	= 8
			other	= 9

Card	Item	Column(s)	Code
2	does child speak another language (CLANG)	16	yes = 1 no = 2
2	name of language (NAMECL)	17	Ukranian = 1 Italian = 2 Greek = 3 French = 4 Cree = 5 Chinese = 6 Polish = 7 German = 8 Other = 9
2	mother speaks another language(LANGM)	18	yes = 1 no = 2
2	father speaks another language (LANGF)	19	yes = 1 no = 2
2	does child like school (SCHO)	20	yes = 1 no = 2
2	does child like someone to read to him (SREADY)	21	yes = 1 no = 2
2	does child like to read (LREADY)	22	yes = 1 no = 2
2	why child likes to read (READWHY 1, READWHY 2)	23 - 24	enjoyment = 1 information, learning = 2 to find out how other people live & do things = 3 to be alone = 4 something to do if bored = 5 self-improvement, vocabulary, helps me, makes me think better = 6 identification with characters in books = 7 escape = 8

Card	Item	Column(s)	Code	
2	why child does not like to read (NOTREAD 1, NOTREAD 2)	25 - 26	it's boring	= 1
			gives me a headache, makes me tired	= 2
			I can't get involved, can't concentrate, poor reader	= 3
			don't have time	= 4
			other things I'd rather do	= 5
2	does child buy books with his money (BUYBO)	27	yes	= 1
			no	= 2
2	what does child use reading for (USEREAD 1, USEREAD 2, USEREAD 3, USEREAD 4)	28 - 31	information for school assignments	= 1
			information for own interest	= 2
			just for pleasure	= 3
			to improve myself	= 4
2	why doesn't child read (DNTREAD 1, DNTREAD 2, DNTREAD 3, DNTREAD 4)	32 - 35	I find it too boring	= 1
			I am too busy	= 2
			I would rather do other things	= 3
			I can't find a quiet place to read	= 4
2	does child's mother use a library (MLIB)	36	yes	= 1
			no	= 2
2	which library does child's mother use (LIBM 1, LIBM 2)	37 - 38	church	= 1
			public	= 2
			private club	= 3
			university or school	- 4
2	does child's father use a library (FLIB)	39	yes	= 1
			no	= 2
2	which library does child's father use (LIBF 1, LIBF 2)	40 - 41	church	= 1
			public	= 2
			private club	= 3
			university or school	= 4

Card	Item	Column(s)	Code	
2	do child's brothers and sisters use a library (SLIB)	42	yes	= 1
			no	= 2
2	which library do child's brothers and sisters use (LIBS 1, LIBS 2)	43 - 44	church	= 1
			public	= 2
			private club	= 3
			university or school	= 4
2	do child's friends use a library (FRLIB)	45	yes	= 1
			no	= 2
2	which library do child's friends use (LIBFR 1, LIBFR 2)	46 - 47	church	= 1
			public	= 2
			private club	= 3
			university or school	= 4
2	does child have his own bedroom (ROOMR)	48	yes	= 1
			no	= 2
2	kind of book child likes most (LKINDB)	49	paperback	= 1
			hardcovered	= 2
			comic books	= 3
			magazines	= 4
2	kind of book child dislikes most (DKINDB)	50	paperback	= 1
			hardcovered	= 2
			comic books	= 3
			magazines	= 4
2	how does watching TV affect child's reading (TVREAD)	51	more books	= 1
			fewer books	= 2
			same number of books	= 3
2	does child read the newspaper (NEWSPC)	52	every day	= 1
			3 times a week	= 2
			once a week	= 3
			less than once a week	= 4
			never	= 5

Card	Item	Column(s)	Code	
2	does child read comic books (COMICC)	53	as above 52	
2	does child read fiction books(FICC)	54	as above 52	
2	does child read magazines (MAGC)	55	as above 52	
2	does child read non-fiction books (NONFICC)	56	as above 52	
2	where does child get his books from (BOOKSF) 1, BOOKSF 2, BOOKSF 3, (BOOKSF 4)	57 - 60	public library	= 1
			school library	= 2
			home	= 3
			from a friend	= 4
			other	= 5
2	how often child goes to school library (SCHLIB)	61	every day	= 1
			three times a week	= 2
			once a week	= 3
			less than once a week	= 4
			never	= 5
2	amount of reading by child (AMTREAD)	62	more than 5 books a week	= 1
			5 books a week	= 2
			4 books a week	= 3
			3 books a week	= 4
			2 books a week	= 5
			1 book a week	= 6
			1 book a month	= 7
			2 books a year	= 8
			1 book a year or less	= 9
2	how often child goes to public library (PUBLIB)	63	every day	= 1
			three times a week	= 2
			once a week	= 3
			once a month	= 4
			less than once a month	= 5
			never	= 6
2	which public library child uses (WPUBLIB 1, WPUBLIB 2, WPUBLIB 3)	64 - 66	central	= 1
			Connaught branch	= 2
			Albert branch	= 3
			Regent park	= 4

Card	Item	Column(s)	Code
			booktrailers = 5 Prince of Wales = 6
2	which section of the library child uses (SECLIB)	67	boys and girls = 1 adult = 2 both = 3
2	which hand child uses to write (HANDED)	68	left = 1 right = 2 both = 3
2	how often child's mother reads books (BMREAD)	69	often = 1 sometimes = 2 never = 3
2	how often child's mother reads magazines (MMREAD)	70	as above 69
2	how often child's father reads books (BFREAD)	71	as above 69
2	how often child's father reads magazines (MFREAD)	72	as above 69
3	identification and card number (IDNO)	1 - 4	respondent number and card number
3	how often child goes to movies (MOVIES)	5	more than once a week = 1 once a week = 2 twice a month = 3 once a month = 4 4 times a year = 5 twice a year = 6 once a year = 7 less than once a year = 8 never = 9
3	how often child goes to plays and concerts (PLAYS)	6	as above 5
3	how often child watches TV (TELE)	7	as above 5

Card	Item	Column(s)	Code
3	hours spent watching TV(HOURSTV)	8	more than 50 hours = 1
			50 hours = 2
			40 hours = 3
			30 hours = 4
			20 hours = 5
			10 hours = 6
			5 hours = 7
			less than 5 hours = 8
			never = 9
3	number of hours child spends reading (RHOURS)	9	as above 8
3	number of hours child spends doing homework (HHOURS)	10	as above 8
3	number of hours child spends listening to radio (LRHOURS)	11	as above 8
3	number of hours child spends listening to records (RECHOURS)	12	as above 8
3	what child likes best about public library (LPUBLIB)	13	library books and other material = 1
			librarians = 2
			library activities and programs = 3
			library building or room = 4
			library rules and regulations = 5
3	what child likes best about school library (LSCHLIB)	14	as above 13
3	what child dislikes about public library (DPUBLIB 1, DPUBLIB 2)	15 - 16	can never find book I want = 1
			the librarians = 2
			library activities and programs = 3
			library building or room = 4
			too many rules and regulations = 5

Card	Item	Column(s)	Code	
3	how child explains about what he dislikes about public library (PEXPLA 1, PEXPLA 2)	17 - 18	unable to locate books	= 1
			type of materials, no comics	= 2
			books I want are out	= 3
			rules	= 4
			librarians unhelpful	= 5
			activities inappropriate	= 6
			building too small, noisy,	= 7
			hardly do, no books seem interesting	= 8
			like everything	= 9
3	what child dislikes about school library (DSCHLIB 1, DSCHLIB 2)	19 - 20	as above 15 - 16	
3	how child explains about what he dislikes about school library (SEXPLA 1, SEXPLA 2)	21 - 22	no activities	= 1
			not enough right books	= 2
			availability difficult	= 3
			not enough time to choose books	= 4
			librarians or lack of	= 5
			rules	= 6
			building inadequate	= 7
			no books seem interesting	= 8
3	can child find a quiet place to read at home (HQUIET)	23	always	= 1
			sometimes	= 2
			never	= 3
3	does child get nervous if he has to read from book in front of a class (READCL)	24	a lot	= 1
			a little	= 2
			not at all	= 3
3	does child get nervous if he has to speak in front of a class (SPEAKCL)	25	as above 24	

Card	Item	Column(s)	Code	
3	how often child has been absent from school this year (ABYEAR)	26	one month	= 1
			3 weeks	= 2
			2 weeks	= 3
			1 week	= 4
			4 days	= 5
			3 days	= 6
			2 days	= 7
			1 day	= 8
			never	= 9
3	how often child's parents read to him when he was a child (RPARENT)	27	seldom	= 1
			frequently	= 2
			regularly	= 3
			never	= 4
			other	= 5
3	child's family situation (FAMILY 1, FAMILY 2)	28 - 29	my parents live together	= 1
			my mother is dead	= 2
			my parents are separated	= 3
			my father is dead	= 4
			my parents are divorced	= 5
			I live with fosterparents	= 6
			other	= 7
3	type of book the child most likes to read (LTYPE 1)	30 - 31	animal (real)	= 1
			animals that talk	= 2
			Bobsey twins	= 3
			comics	= 4
			encyclopedias	= 5
			exploration and travel	= 6
			fables and fairytales	= 7
			famous people	= 8
			ghost stories	= 9
			grade readers	= 10
			Hardy Boys	= 11
			hobbies	= 12
			humour	= 13
			jobs	= 14
			jokes	= 15
			life in the past	= 16
			love stories	= 17

Card	Item	Column(s)	Code
			magazines = 18
			mysteries = 19
			myths and legends = 20
			Nancy Drew = 21
			newspapers = 22
			books about other lands = 23
			pirates = 24
			poetry = 25
			riddles and puzzles = 26
			science = 27
			science fiction = 28
			short stories = 29
			sports = 30
			stories about Canada = 31
			war stories = 32
			westerns (cowboys) = 33
3	type of book child likes second (TYPE 2)	32 - 33	as above 31
3	kind of book child likes third (TYPE 3)	34 - 35	as above 31
3	kind of book child dislikes the most (DTYPER)	36 - 37	as above 31
3	Myers Briggs Extroversion of Introversion Type (MBEI)	38	extroversion = 1
			introversion = 2
			sensing = 3
			intuiting = 4
			thinking = 5
			feeling = 6
			judging = 7
			perceiving = 8
3	score Extroversion or Introversion (SCOREEI)	39 - 40	code number score on introversion and on extroversion items Myers Briggs type indicator
3	Myers Briggs Sensing or Intuiting Type (MBSN)	41	as above 38

Card	Item	Column(s)	Code
3	Myers Briggs Sensing or Intuiting Score (SCORESN)	42 - 43	code number score on sensing and intuiting items Myers Briggs type indicator
3	Myers Briggs Thinking or Feeling Type (MBTF)	44	as above 38
3	Myers Briggs Thinking or Feeling Score (SCORETF)	45 - 46	code number score on thinking and feeling items Myers Briggs type indicator
3	Myers Briggs Judging or Perception Type (MBJP)	47	as above 38
3	Myers Briggs Judging or Perception Score (SCOREJP)	48 - 49	code number score on judging and perceiving items Myers Briggs type indicator
3	Myers Briggs overall types (MBOT)	50 - 51	ISTJ = 1 ISFJ = 2 ISTP = 3 ISFP = 4 INFJ = 9 INTJ = 10 INFP = 11 INTP = 12 ESTP = 5 ESFP = 6 ESTJ = 7 ESFJ = 8 ENFP = 13 ENTP = 14 ENFJ = 15 ENTJ = 16

SOME EXAMPLES OF ANSWERS GIVEN

QUESTIONNAIRE 2

PART I

#5 - Variables MSCHOOL 1 to MSCHOOL 2

1. Socializing.
2. = learning things (discussions, debates, speeches, library for reading, projects).
3. = sports (gym class).
4. = recess
5. = teachers
6. = special subject(s)
7. = negativism (home time, after school)
8. = work (discipline, homework)
9. = other - looking after animals in science
   - being bused out

- I can go to high school next year and get along well.
- modern facilities - library & gym - resource centre
- can do what you like
- extra activities - after school activities, field trips
- I.Q. tests
- getting good marks because it makes my mother happy

#6 - Variables SCHOOL 1 - LSCHOOL4

1. = teachers (student teachers).
2. = homework - work - classes.
3. = School building . library (not enough books)
   - Small building & yard, gym
   Class change being inside all day.

4. = Lack of activities.

5. = Tests.

6. = Special subject - inspecified

- English is boring - some subjects are boring.

7. = Rules - being inside all day - Detention. Time it starts, time it takes, have to keep quiet.

- Long days - How much time it takes up. Detention . getting in trouble.

8. = Other - not understanding

- When teacher yells. Recess
- Some kids bug me because I like dogs and math.
- Competition in sport & easy work. In house games.
- Don't like people who fool around and wreck stuff.
- Distance from home (12½ mi.)
- When teachers pick on people.
- How things are organized. Position of my desk.

The way people laugh at you when you wear dresses.

Kids stronger than me.

Boring - Repetition. These stupid questions.

#5 (7), (8), (9), (10) Variables - FSUBJ, BSUBJ, DSUBJ, WSUBJ

1 - Science

2 = English (reading, literature, spelling, writing, composition, grammar, library)

3 = Social studies (geography)

4 = Art

5 = music

6 = math

7 = health

8 = French

9 = other (phys. Ed., religion, all subjects, nothing)

#14, & #15 Variables - SPTB, SPT2 to SPT 7.

1 = reading (writing, studying, homework if all other activities are physical)

2 = socializing (talking on phone, playing, going out, shop, going downtown, parties)

3 = music (playing musical instrument, band, dance baton twirling, singing)

4 = sports & games (pools, cards, chess, horseback riding, walking if a lot or only physical activity listed)

5 = Making things (models, crafts, hobbies, collecting, art, painting)

6 = chores (house or farm) baking, sewing, helping, babysitting, feeding cattle.

7 = watching T.V., listening to radio or records

8 = pets - horse, dog

9 = other (eat, think, write in diary, wise cracking, sleep, playing by myself, travel, dream, organized activities (eg cadets)

#16 Clubs - Variables CLUBS 1 to CLUBS 6

1. Guides, scouts, air cadets, C.G.I.T.
2. Band - music - dance - singing - choir.
3. Farm - 4 H, Hereford Assn., Pony club, riding club.
4. Religious - altar boys, church group, Job's Daughters, Confirmation, bible study, Christian Service Brigade, Kindness club.
5. Recreation & sport - exercise, skating, YWCA, chess, girls in action, blue triangle, karate, cheerleaders. Stamp collectors, aquarium
6. Drama - dance - art.
7. Book - reading - Renpal - mailbox club - debating.
8. General - girls club, pioneer girls, city view Assn., Red Cross, Society club, Friendly club, St. John Ambulance, Boot Hill Community, Ross Park Club, Merry Miss.
9. Other - Jr. C4MK, School, Science, OU - me & friends, cooking, arvana, YBC, Archie, Martins, babysitting, calviette club,
   Ethnic German speech school, French, Ukranian, national Federation, U.K. Youth Fed.

#17 Variables - WHY READ

1. Problems - lack of friends, my health, glasses, escape,
2. Makes me relax - makes me happy, can't go to sleep at night.
3. My feelings - lonely, daydreaming, boredom, makes me happy, I'm adventurous, want adventure, imagination, curiosity, compulsion (something inside me makes me want to read a scary book).
4. Identification with characters - learn about myself.
5. Privacy - escape, to be alone.
6. I like to learn - intelligence, yearning to learn.

#18 Variables LESSONS 1 to LESSONS 6.

1. Swimming.
2. Skiing - skating, snowshoeing.
3. Team sports - hockey, ringette, badminton, curling.
4. Musical instrument - singing, baton
5. Dancing
6. Ethnic - Chinese, Ukrainian dance.
7. Karate & other individual sport - Judo, gymnastics, hunting, weightlifting, horseriding.
8. Drama
9. Other: School, Art, babysitting, confirmation, French, crafts.

#23 Variable - CHBOOK

1. Length - not small writing - easy - not too short not too long.
2. Type of book (physical) - with some pictures, paper, hard, book cover, jacket, cartoons.
3. Interesting, exciting.
4. "about me" - girls my age, teenagers, one I can understand, reminds you of yourself.
5. Type of story - humour, adventure, romance, battles, fights, horror, past history, action, serious.
6. Special subject - about horses, about the north, families, animals, famous people, places, wildlife, future, sports, military, biography.
7. Emotions - happiness, sad, scary.
8. Author & title - or recommended by friend.
9. Other '- "anything", good writing, everything, how its written, informative, complex, read 1st page, well written, read reviews (N.Y. Times) look under subject cards, comics, what its about.

#20 - Variable TALE - Fairy Tales

1. Three Little Pigs, Hansel & Gretel.
2. Snow white & 7 Dwarfs, Rore Red, Sleeping Beauty Beauty and the Beast, Snow Queen.
3. Rumplestilskin, Rapunzel.
4. Thumkelina, Frog prince, The Happy Prince.
5. Cenderella
6. Puss 'n Boots, Pinocchio, Jack in the Beanstalk Tom Thumb.
7. Ali Baba, Alladin, Sinbad.
8. Little Red Riding, Goldi-locks & the 3 Bears.
9. Other - Sesops, Ugly Duckling, Emperor's New Clothes, Chicken Little, 3 Billy Goats Gruff.

   Mother Goose "fairy tales" - Ba Ba Black Sheep
   - Mary had a little Lamb

   The Selfish Giant, Gulliver & the Giants, Big Claus Little Claus, Black Beauty, Ghost of Sleepy Hollow, Alice in Wonderland, Bambi, Wizard of Oz, Lord of the Rings, Twelve Dancing Princesses, Little Match girl, Paul Bunyan, Roses & Diamonds & Toads & Snakes, The wages of good, The Little Mermaid, Peter & the big bad wolf, Peter Pan, The Water of Life, the White Panther.

#21 Variable PROV, Proverbs

1. Directive, discipline, order: be quiet, shut-up, hurry-up, don't get excited, move it, sit on it, sit down, chew with your mouth closed, go jump in the lake, be home by, what in hell, do it now, go play in the traffic, take a fit, get out of here.
2. If at first you don't succeed try & try again.
   That's the way the ball bounces.
   If you do something do it right.
   Don't think once think twice and you will be successful.
   You can't teach an old dog new tricks.
   Good things come in small packages.
3. Hold onto your hands, knock on wood, better safe than sorry;
4. Money doesn't grow on trees; you can't get something for nothing; Penny saved is a penny earned; Don't count your chickens before they're hatched.
5. Waste not, want not; haste makes waste; never say never, a stitch in time saves nine.
6. An apple a day keeps the doctor away; Early to bed & early to rise makes a man happy healthy and wise; Early to rise and early to bed .... & dead; first work then play; practice makes perfect.
7. You hit the nail on the head; Don't hit 2 birds with one stone; People in glass houses don't throw stones.

8. If you can't say something nice don't say anything at all; Two wrongs don't make a right; children should be seen and not heard; Womens faults are many, men have only 2: everything they say & everything they do; It is better to remain silent than speak - remove all doubt.
9. Other: (R) Religious: always put the Lord first in you. Whatsoever you do to the least
your relative you do the same thing to God.
Do unto others as you would have them do unto you.

Do you share of the work, get your share of the play.
You go so fast you're going to get a speeding ticket.
If you can't stand the heat of the kitchen, get out.
You always hurt the one you love.
Think of today when it is here & tomorrow when it comes
but don't put things off till the last minute.
As old as my tongue and a little older than my teeth.
Blind as a bat.
You can't say black is white.
Gone to Moose Jaw; I'll buy that; that's too bad; nice try: Holy cow; whoopeeding, ya turkey; Oh shoot; hey man; I know; I dunno; Holy Crow; Please; Bookworm; gross: fazed out; go for it; hardly; dog food (for supper); go gly a kite.

Social Class Distribution According to Occupation of Subject's Mother and Father used for variables SCOCCF, MSOCCF AND SCJOBC

Social Class	Type	Occupation	
I	Professional	Engineers Lawyers Directors Architects Army Major	Administrators Professors School Principals Economists Professional Counsellor
II	Semi-professional and managerial	Managers Detective Farmer	Accountants Senior Teachers(sec) Professional Photographer R.C.M.P. Officers
III	Lower managerial, sales, & clerical	Clerks	Sales Representatives Small managers *
IV	Skilled, tradesman and supervisors in trades	Supervisors	
		Tradesmen:-	Plumbers, surveyor, electricians, machinists, technicians, furtrimmer, B & B Master, chick sexer
		Skilled:-	W/O Army, shipper, R.C.M.P. constables
V	Semi-skilled	small farmers* egg grader	bus driver/truckers
VI	Unskilled	firefighter labourers	service station attendant caretaker
VII	Miscellaneous	welfare, retired, pension, unemployment insurance, widow(er)	
VIII	Housewife		

* The term "small" for farmer or manager refers to the size of the business managed or the size of the property farmed.

Source--Blishen occupational scale--The scale ranks 320 occupations in 1961 census of Canada by education, income and prestige.

FAMILY INCOME IN CANADA BY SOCIAL CLASS

Percentage Distribution of Families by Income Group
Canada, 1969

	Social Class	Income Group
High	I	$25,000 and over
	II	$15,000 - 24,999
	III	$12,000 - 14,999
Medium	IV	$ 9,000 - 11,999
	V	$ 6,000 - 8,999
Low	VI	less than 6,000

Source: *Income Distributions by Size in Canada*, 1969, Statistics Canada, Catalogue 13-544, Table 2, p. 24, (Information Canada, Ottawa).

4-1

Distribution According to Occupation of Subject's Mother and Father by Type of Occupation used for variables TOCCF, MTOCC and TJOBC

1. Managerial, administrative and related,

   Accountants, auditors, personnel officers, government administrators, managers, sr. officials, inspector.

2. Teaching and related, religion

   University and school.

3. Medicine and health, social sciences and related fields

   Doctor, dentist, vet, nurses, physiotherapists, pharmacists, dieticians, optometrists, economists, socialogist, anthropologist, psychologist, social workers, lawyer, librarian, counsellor, rehab officer, nurse, minister, priest.

4. Clerical and related

   Secretary, stenographer, typist, clerks, bookkeepers, tellers, cashiers, machine operators, telephone operators, adjustors, hotel clerk, receptionist.

5. Natural science, engineering and mathematics

   Chemist, physicist, architect, civil engineer, draughtsman, systems,analysts, blueprinter, computer programmer, technician.

6. Sales and Service

   Sales clerk, insurance, real estate, advertising salesman, buyers, chefs, cooks, waiters, hostesses, hotel motel managers, barbers, hairdresses, babysitters, laundry dry-cleaning, pressing, janitors, charworkers, cleaners, elevator operators, stewardess, firefighters, forest ranger, police, security

7. Farming and processing

Horticulture, animal husbandry, farms, nursery

Processing of chemical, steel, petroleum, rubber, plastic materials, food, beverage, baking, fish, fruit, vegetable, milk, textiles.

8. Machining, crafts and equipment operating occupations, artistic, literary, recreational related. Transport equipment operating

Typesetters, composites, printers, radio, T.V., equipment operators, telegraph, painters, designers, photographers, athlete advertisers, musicians, T.V. radio announcers, writers, translators, machinists, cutting and shaping, machine tool operators, wood machining, cutting and shaping, engraving, etching, pilot, seamstress, bus drivers, taxidrivers, truck drivers.

9. Construction trade, product fabricating, assembling and repairing

Motor vehicles, machines, electrical equipment, cabinet furniture, radio, T.V. repair, furriers, tailors, dressmakers, milliner, painting, decorating, carpenters, pipefitters, plumbers

10. Housewife

From the Canadian Classification and Dictionary of Occupations (CCDO) 1971 Edition published by the Canadian Department of Manpower & Immigration. Some overlapping of categories was used to facilitate coding into 9 or 10 categories.

PART II

#3 Languages - variable NAMECL

1. Ukrainian
2. Italian
3. Greek
4. French
5. Cree
6. Chinese
7. Polish
8. German
9. Other: Norwegian, Hungarian, Hindu, , Hebrew, Scandanavian.

A. Why do you read? Variables, READWHY 1 to READWHY 2.

#8 1. Enjoyment (entertainment, pleasure, relaxation, exciting, fun, adventure).

2. Information (learning, interest).
3. To find out how other people live; how some people can do special things.
4. To be alone - to get away from TV
5. Something to do (nothing else to do, I get bored, I get lonely)
6 Self-improvement (increases vocabulary, helps me in life, helps me understand & helps me write, helps me think, and to cope).
7. Identification - it's as if you were one of the people.

8, Escape (imagination, takes my mind off my problems, takes me away from reality; like reading things that will never do in my life; just like reading things that might happen or have already.

#8 B, Why don't you read" Variables NOTREAD1 TO NOTREAD 2

10, It's boring. I don't want to, I don't like to, It's not exciting like gymnastics, can't find any good books, I don't think books are interesting, It's stupid; I don't feel like it; I hate it, I don't have the interest.

11, Gives me a headache, It hurts my eyes. My eyes get sore (fast). I'm too lazy. It makes me sleepy.

12. I can't get involved. I have trouble concentrating. Because I can't pronounce the words out, I'm not a good reader. I can't read good. I can't sit and read, I can't read, Can't get the habit. Can't get in the mood easily. Just can't sit down & read. Because I am a slow reader. Because I get stuck and they laugh at me.

13. Don't have time. (I do papers and ride with guys) Too much homework. It's wasting time but I would if i had too. I don't like wasting time. I think it's a waste of time. Never got any time.

14. Other things I'd rather do. I like to do something active, I think of other things, I don't get anything out of it, I only like some books, Won't let me get the books I want.

PART III

#30 Dislike Public Library.

Variables DPUBLIB 1 to DPUBLIB 2 & PEXPLA 1 to PEXPLA 2

1. Unable to locate: in big libraries I can't find books.
2. Type of material available: no comics, not enough on a single topic, can't take out encyclopedias, no 8 mm films, not many animal books, no Nancy Drew.
3. Books I want are out: they are popular, other kids already have them.
4. Rules: so many I don't know what they are. Too strict, can't renew a book from trailer at the library, chase kids out of adult section, have to be quiet, can't eat, can't smoke in there, Can't dictate into recorder because of quiet rule. Can't read aloud.
5. Librarians; get mad if you ask for a book. They are too busy to help you, too lazy to help, they're cranky, look at me as though I'm going to steal they're mean, don't help children, only adults, can't find a librarian.
6. Activities: too young, just for little kids; films are not good, lack of, not enough; I'm not interested in them, go there to read.
7. Building -- soo small, too noisy, all the books are in rows, trailer too small.
8. No books seem interesting. Hardly go. No time to look. Can't go because live out of town.
9. I like everything.

#31 Dislike School library, (Variables DSCHLIB 1 to DSCHLIB 2 and SEXPLA 1 to SEXPLA 2)

1. Activities - lack of, boring, aren't enough.
2. Books - lack of, not enough variety, don't go into detail; not enough of a certain subject, no comics.
3. Availability - look but can't find, they are usually out, paperbacks so mixed up can't find anything.
4. Not enough time to choose books after teacher stops yapping, rarely get to use it.
5. Librarians - are none; they are children; never the same; bossy; fussy; not nice; don't help; don't know anything & they talk a lot; aren't enough; never one around, snotty.
6. Rules: can't speak to librarians, can't take out 2 non-fiction of 2 fiction; only one of each; can't talk; can't sit near friends; can't put feet on chairs, can't do homework.
7. Building - not big enough; it's old and ugly; too many books; not enough privacy.
8. No books seem interesting.

APPENDIX F

List of Titles Most Frequently Mentioned on Questionnaire I

Books frequently mentioned in questionnaire I

Benchley, Peter	Jaws	Doubleday 1974
Bettleheim, Bruno	Love is not enough	Free Press 1950
Blume, Judy	Are you there God, it's me Margaret	Dell 1974
Blume, Judy	Deenie	Dell 1974
Borisoff, Norman	You might even like it	Scholastic Book Services 1974
Cleary, Beverley	Fifteen	Morrow 1956
Cleary, Beverley	Ribsy	Archway 1975
Colman, Hila	Claudia, where are you?	Morrow 1969
Englebert, Sebastian	The island at the centre of the world	Scribner 1970
George, Jean	My side of the mountain	Dutton 1975
Gilbert, Nan	Champions don't cry	Harper-Row 1960
Herbert, James	Rats	NAL 1975
Hinton, S.E.	The outsiders	Viking Press 1967
Key, Alexander	Escape to witch mountain	Archway 1975
Krantz, Hazel	One hundred pounds of popcorn	Vanguard 1961
London, Jack	Call of the wild	Scholastic Book Services 1970
Sobol, Donald	Encyclopedia Brown	Scholastic Book Services
Valens, E.G.	The other side of the mountain	Warner Books 1975
	(also known as A long way up	Valens, E.G. Harper-Row 1966)
Van Leeuwen, Jean	I was a 98 lb. duckling	Dial 1972
Wilkerson, David	The cross and the switchblade	Pyramid 1970
Zindel, Paul	My darling, my hamburger	Harper 1969
Zindel, Paul	The pigman	Harper 1968

APPENDIX G

Profile of City in Which Survey was Carried Out

The mid-western urban area chosen as the site for the study is now the primary centre for business and commercial activities in the province. It is also a seat of government. The status that this city presently enjoys contrasts strongly with the rather unpromising nature of its initial settlement. Ignored by the Canadian Pacific Railway and overlooked by the polit[illegible] leaders of the day, this city had only one resource which held any promise of commercial importance. This was and still is the rich agricultural land of the surrounding plain. It was on this base that an active marketing and distribution service industry was developed. In the seventies, however, marketing and distribution has fallen to second place ranking in the list of four primary economic activities of importance to this prairie city. The most prominent function in the municipality is public administration. While the city in question does not rank as an important centre for federal administrative offices, it is the most important centre in the province. Government employment has been seen as the factor contributing most to the slow but steady growth in the city's population. Of somewhat lesser significance, economically, is the provision of financial and wholesale services to all or part of the province.

Physically, the city is not as large as other cities playing similarly dominant roles in financial, political, and administrative spheres. Its current population stands at 154,000 over an area of 35.7 square miles. The average gross density of approximately 4300 persons per square mile is typical of mid-western municipalities which have not experienced the break-away expansion and growth of other urban areas.

The ethnic background of the population is predominantly British and German. Other nationalities represented are French, Austrian, Hungarian, Dutch, Polish, Scandinavian and Ukrainian. There is a substantial population of Indian and Metis but it is difficult to establish a correct figure due to disagreement between governmental agencies and native groups. According to the Metis Society, there may be as many as 30,000 status and non-status Indians and Metis residing in the city.

The average wage of workers in the city was $5,272 according to the 1971 census. This places the city at the lower end of the average per capita salary scale but the cost of living is relatively low in comparison to other provinces. One must also consider the fact that since the primary source of employment is in the area of public administration, security is an additional benefit not necessarily to be found in other careers.

Transportation within the boundaries of this city is, as in all major urban areas, a major problem. Citizens are encouraged to use public transport but little effort is expended to make it an attractive alternative. Public transportation in the city under study had suffered a continual decline evidenced by dwindling passenger use and a drop in revenue. Compounding this situation was the number of cars per dwelling unit, 1.1 which is quite high based on North American standards. To offset this condition, a new bus system was developed which attempted to combine the cheapness and regularity of standard bus services with the demand-responsive nature of the taxi service. The two systems complement one another and encourage the use of public transportation by providing service to low-density areas and new subdivisions. Air service is provided by two air lines, Air Canada and a provincial air line. A provincially owned and operated bus line provides for movement to and from outlying areas.

Socioeconomic status serves as one of the delineating factors in an overall analysis of the general population. The highest income area is to be found in the southern section of the city. Here one finds the University, the provincial government buildings and a centre dedicated to the arts. To the north-west one finds the area favoured by the middle-income group. This group may be classified as upwardly mobile. There is also a strong ethnic district to the east and north-east of the central core which is generally a low-income area and is populated by a number of minority groups, predominantly German and Ukrainian.

Recreation facilities are fairly extensive and follow a standard pattern of swimming pools, tennis courts, ice arenas, golf courses, baseball parks and general recreation areas. Generous as the list of recreation facilities may seem, there still exist problems of scheduling, professional versus amateur, amateur group versus the individual seeking amusement. It is not likely that these issues will be resolved until a country-wide policy on physical fitness is issued by the Federal Government. One striking accomplishment is the large central recreational development in the centre of the city. It is governed by an independent authority composed of representatives of the city council, the provincial government, and the university, the three bodies which share operating, administrative and development costs. The area incorporates extensive general recreation areas, pools, tennis courts, a lake, and a wild fowl sanctuary. It is intended that this area will continue to expand and develop until it contains elements of health, education, culture, recreation and government within the boundaries of the 2,000 acre site.

Education has traditionally been an important factor in the lives of the province's citizens. The population of this municipality has held to the belief that education is a stepping stone to greater accomplishments. One need only witness the large percentage of the civic budget which is expended in educational facilities. Burgesses will generally support bills to finance education where they will reject expenditure on other institutions. The following statistics will bear these statements out:

TABLE 24

School Enrollment for City in Which Research was Carried Out

School Enrollment:	
Public (Elementary)	17,128
(High)	6,860
Separate (Elementary)	7,945
(High)	2,952
Total	34,885

54 Public Schools
22 Separate Schools
13 Collegiates
1 University
2 Business Colleges

APPENDIX H

Readers and Nonreaders by Schools Grouped According to Socioeconomic Level

TABLE 25

Readers and Nonreaders by Schools Grouped According to Socioeconomic Level

Level 1 - High Socioeconomic Level

Code	Readers	Reader %	Nonreaders	Nonreader %	N
3	12	13.04	12	13.04	92
4	3	10	0	0	30
6	3	6	2	2	50
10	9	20.45	3	6.81	44
13	1	2.5	8	20	40
14	10	15.38	1	1.53	65
21	8	10	11	13.75	80
24	12	20	9	15	60
26	2	9.52	3	14.28	21
27	8	19.51	4	9.75	41
28	14	15.55	8	8.88	90
29	10	20	6	12	50
40	2	5.40	11	29.72	37
50	5	15.15	1	3.03	33
52	3	10	3	10	30
56	10	12.65	12	15.18	79
62	7	15.9	5	11.36	44
	119	13	97	10.96	886

Continued ...

TABLE 25 (CONTINUED)

Level 2 - Medium Socioeconomic Level

Code	Readers	Reader %	Nonreaders	Nonreader %	N
2	6	9.09	13	19.69	66
7	4	9.52	4	9.52	42
9	4	8	5	10	50
12	6	7.5	8	10	80
14	2	6.45	3	9.67	31
15	8	13.72	12	23.52	51
16	4	8	0	0	50
17	7	11.66	4	6.66	60
25	2	9.5	1	4.76	21
30	2	8.33	0	0	24
31	5	8.62	9	15.51	58
32	0	0	14	31.11	45
33	22	24.44	2	2.22	90
34	1	4.76	0	0	21
35	12	10.90	10	9.09	110
38	5	18.51	0	0	27
43	6	11.53	13	25	52
46	5	10	4	8	50
47	3	10.34	2	6.89	29
49	0	0	2	10	20
54	0	0	4	16.66	24
55	2	2.22	22	24.44	90
60	7	11.47	7	11.47	61
61	3	7.5	7	17.5	40
	119	9.98	146	12.16	1192

Continued ...

TABLE 25 (CONTINUED)

Level 3 - Low Socioeconomic Level

Code	Readers	Reader %	Nonreaders	Nonreader %	N
1	4	7.69	7	13.46	52
5	11	24.44	5	11.11	45
8	3	5.88	6	11.76	51
11	0	0	9	23.07	39
19	2	5.71	8	25.71	35
20	9	15	12	20	60
22	8	9.41	15	17.64	85
23	4	8	8	0	50
36	3	15	0	0	20
37	2	8.33	3	12.5	24
39	3	5.17	4	6.89	58
41	0	0	6	30	20
42	4	7.4	8	14.8	54
44	6	9.83	6	9.83	61
45	1	1.66	6	10	60
48	1	5.26	3	15.78	19
51	3	9.09	2	6.09	33
53	0	0	4	13.33	30
57	1	3.33	9	30	30
58	3	9.67	15	48.38	31
59	4	20	2	10	20
63	4	7.4	8	14.81	54
64	0	0	6	20	30
	76	7.88	152	15.98	961

APPENDIX I

Statistical Tables Resulting From Analysis of Questionnaire II

TABLE 26

Significant Correlations Between Amount of Reading and Other Variables

Sex .4591 S = .001	SCOCCF .1577 S = .001	SLIB .1328 S = .004	SCORE JP -.5212 S = .015	LREADY .5556 S = .001	PUBLIB .4492 S = .001
Age .1820 S = .001		FRLIB .1371 S = .003	FICC .7166 S = .001	READWHY1 .1742 S = .001	BFREAD .1785 S - .001
IQ .4731 S = .001	SCJOBC .1350 S = .005	SCHLIB .2768 S = .001	NONFICC .5857 S = .001	NOTREAD2 .6742 S = .004	LPUBLIB .1917 S = .001
LITERACY .5055 S = .001		PUBLIB .4492 S = .001	TOCCF .1412 S = .003	USEREAD .1622 S = .002	LSCHLIB .2193 S = .001
SEIA .3162 S = .001	MAG .1502 S = .001	PLAYS .2924 S = .001	SPTB .3887 S = .001	DNTREAD1 -.2814 S = .001	DPUBLIB .3063 S = .001
SEIF .2293 S = .001	SCHO .2946 S = .001	HOURSTV .2626 S = .001	CLUBS .2096 S = .001	LKINDB .4613 S = .001	DSCHLIB .2243 S = .001
PCHILD .0942 S = .040	SREADY .1711 S = .001	HQUIET .3437 S = .001	TJOBC .2589 S = .001	DKINDB .4301 S = .001	
NBOOKS .4791 S = .001	BUYBO .4293 S = .001	READCL -.1641 S = .001	MAG .1502 S = .001	NEWSPC .2588 S = .001	
NMSCHOOL .1893 S = .001	MLIB .2561 S = .001		NAMEMAG1 .2066 S = .001	BOOKSF1 .4076 S = .001	
LIBR .1884 S = .001	FLIB .2621 S = .001		LANGM -.1631 S = .001	SCHLIB .2768 S = .001	

TABLE 27

Statistically significant findings involving discriminatory powers of different factors and the reader and nonreader groups.

VARIABLE	X^2	Phi	CRAMER'S V	LEVEL OF SIGNIFICANCE
1. Occupational Type, Level				
Social class by occupation of mother	34.9208		.2761	.00001
Social class by occupation of father	31.7835		.26401	.00005
Type of occupation of mother	39.2537		.29212	.00018
Type of occupation of father	33.5105		.2729	.00005
2. Child's Occupational Aspirations				
Social class of job child would like to have	24.2249		.2338	.0047
Type of job child would like	55.4809		.3531	.00000
3. Books and their availability				
Does child like someone to read to him	16.7159	.1903		.0004
Does child buy books with his own money	83.0074	.4183		.00000
Does child read nonfiction	157.9541		.5725	.00000
Format of book child likes the most	155.8953		.5879	.00000
Format of book child dislikes the most	120.9092		.51380	.00000
Does child read newspaper?	26.6808	.2355		.00002
Does child read fiction?	25.4305		.72075	.00000
Type of book liked most	156.7611		.5720	.00000
Type of book liked 2nd	97.22415		.4519	.00000
Does child read magazines				

Continued ...

TABLE 27 (CONTINUED)

How child would choose book	33.22496	.27142	.00006
Type of book disliked most	55.77538	.36442	.00574
4. Use of Library and where child gets books from			
Library research skills	16.99393	.19096	.00194
How often child goes to school library	33.37961	.26650	.00000
Where child gets books from	89.21758	.43113	.00000
How often child goes to public library	120.5355	.50111	.00000
Things most disliked about public library	31.3926	.2674	.00001
Things most liked about school library	35.11168	.27688	.00000
What child dislikes about public library	74.19289	.42801	.00000
How he explains about this	39.18637	.38382	.00000
What child dislikes about school library	34.95654	.29199	.00000
How he explains about this	25.92020	.28686	.00108
Which public library does child go to	34.04697	.27881	.00001
5. Personal Characteristics			
IQ	84.10318	.48469	.00000
Sex	110.5461	.48055	.00000
Does child get nervous if he has to read in front of class	13.12277	.16500	.00141
Literacy, reading ability	145.38200	.59620	.00000

Continued ...

TABLE 27 (CONTINUED)

Age	23.78008		.22097	.00009
Position of child in family	26.98082		.23586	.00463
Cooper Smith academic self-esteem	48.51727		.31993	.00000
Cooper Smith academic full scale	80.11668		.40855	.00017
6. Motivation for and use of reading				
Why child likes to read	20.5068		.23867	.00225
Why child does not read	29.89348		.38002	.00000
Why child does not like to read				
7. Home Background				
Number of books child owns	109.4588		.48570	.00000
Does child have bedroom of his own				
Can child find quiet place to read	52.74440		.33046	.00000
How often father reads books	14.7774		.1777	.00062
How often father reads mags	9.56138		.14309	.00839
Does father use library	24.9533	.24103		.0000
Does mother use library	35.1960	.2794		.00000
Whether family subscribes to magazines	10.8913	.1547		.00097
How often parents read to him as child	42.7234		.29741	.00000
Bilingualism, ethnic group				
Does child's mother speak another language	11.56492		.15927	.00067

Continued ...

TABLE 27 (CONTINUED)

8, School				
Worst school subject	37,32388		,27885	,00189
Number of things child likes least about school	26,02051		,23784	,00022
Best school subject of child	64,9741		,26401	,00000
Does child like school	51,3047	,29514		,00000
Favourite school subject of child	46,8176		,31134	,00004
What child likes least about school	22,38687		,22013	,00425
What child likes most about school	43,42564		,30141	,00000
Number of things child likes about school	39.01978		,30141	,00000
Spare time and Activities				
Favourite spare time activity	13.8260		.52604	.00000
Next favourite spare time activities	56.59853		.34555	.00000
Clubs child belongs to	36.83080		.33716	.00001
Kind of lessons child takes	24.1810		.28630	.00106
How often child goes to plays and concerts	45.08472		.30679	.00000
Hours spent listening to radio				
Hours spent watching television per week	51.3048		.32727	.00000
How often child goes to movies	19.72009		.20269	.01145
How does watching television effect reading	88.7508		.43000	.00000
Peer Group				
Do friends use library	7.0307	.13062		.00801

TABLE 28

Significant T Tests Between the Two Groups,
Readers and Nonreaders,
for Interval and Ratio Measures

Variable	T - Value	S
Literacy	11.64	.000
SEIA	6.62	.000
SEIF	5.56	.000
NLSCHOOL	4.93	.000
NM SCHOOL	4.27	.000
LIBR	-3.38	.001
AGE	-4.36	.000

TABLE 29

Second Discriminant Analysis with Extra Factors Included

Step Number	Variable	F to Enter or Remove	Number Included	Wilk's Lamba	Sig	Rao's V	Change in Rao's V	Sig
1	FICC	205.13489	1	.50347	.000	205.13489	205.13489	.000
2	NONFICC	49.90128	2	.41209	.000	296.74585	91.61096	.000
3	SEX	24.06615	3	.36898	.000	355.71143	58.96558	.000
4	LITERACY	15.26544	4	.34341	.000	397.53857	41.82715	.000
5	MLIB	7.02691	5	.33197	.000	418.39429	20.85571	.000
6	BUYBO	3.76189	6	.32593	.000	430.00073	11.60645	.001

TABLE 30

Partial Correlations of Reading Amount with Certain Variables Controlling for Other Variables

SEIA controlling for IQ	.3162 to .2196
SEIF controlling for IQ	.2946 to .1289
LITERACY controlling for IQ	.5055 to .3148
N BOOKS controlling for SCOCCF	.4791 to .4635
MAGAZINES controlling for SCOCCF	.1502 to .1297
BUYBO controlling for SCOCCF	.4293 to .4329
BUYBO controlling for LITERACY	.2626 to .1840
N BOOKS controlling for IQ	.4791 to .4009
N BOOKS controlling for LITERACY	.4791 to .3751
SCHOOL controlling for SEIA	.2946 to .1902
FICC controlling for IQ	.7166 to .6610

APPENDIX J

Factor Analysis of Variables

Factor Patterns Resulting from Analyses of Scores of Grade VII Students on Reading Questionnaire II

This analysis aimed to study the factor patterns revealed by readers and nonreaders on Questionnaire II. All these factors which had shown significant correlations with reading amount or which revealed significant differences between reader and nonreader groups were entered for analysis. Altogether a total of 54 variables were entered. A principal component factor analysis with Vanmax rotation was carried out.

The factoring of the correlation matrixes yielded a factor matrix of 18 factors. The criterion of using factors with eigenvalues more than 1 was employed in determining these numbers of factors. Direct analysis was carried out with a Principal component method (PA2, Principal factoring without iteration). The unities in the diagonals were replaced with estimates of communalities.

The highest communalities were revealed for Reading Amount, Group, Use of Reading and Where the child gets his books from. Very small communalities were revealed by Why the child reads, and whether his siblings and friends use a library.

Eighteen eigenvalues were obtained which were more than one and these vectors or factors were preserved for further analyses. The cumulative percentage shows that 64.9% of the total variance is accounted for by these first 18 factors. Factor 1 accounts for 16.9% of this value. The factors were rotated using the Varimax criterion for simple structure.

After rotation only seven factors remained with eigenvalues more than one. This presented a clear division for interpretation. These seven factors accounted for 72.7% of the total variance, with Factor 1 accounting for 33.9% of this amount.

Significant Variables on Factor 1

AMTREAD	.87537
GROUP	.70142
NBOOKS	.45390
LREADY	.53803
BUYBO	.49212
LKINDB	.48407
FICC	.68866
NONFICC	.61901
PUBLIB	.46752
RHOURS	.76945

The first factor shows peaking after rotation on various variables closely associated with books and their availability and use.

Significant Variables on Factor 2

USEREAD 1	.72961
USEREAD 2	.85395
USEREAD 3	.78860

Factor 2 only loads heavily on those variables concerned with what the child uses books for. Whether primarily for information for school assignments, for their own interest, for pleasure or to improve themselves.

Significant Variables on Factor 3

SEIA	-.74935
SEIF	-.74619
SCHO	.44673
READCL	-.41297

Factor 3 after rotation becomes a factor of self-esteem and seems to be particularly related to school. Both liking school and being unconcerned about reading in front of the class are components in this factor.

Significant Variables on Factor 4

SCJOBC	.76120

This factor yields only one significant communality after rotation. The socioeconomic level of the child's job preference. This factor is strongly related to the child's aspirations or ambitions.

Significant Variables on Factor 5

BOOKSF 1	.77460
BOOKSF 2	.86975

This factor yields two significant communalities both concerned with where the child gets his or her books. That is from a library, from home, from a friend or elsewhere.

Significant Variables on Factor 6

SCOCCF	.76148
TOCCF	.74326

This factor is formed by the two items concerned with the occupation of the child's father. The two components classify the job by socioeconomic level and type.

Significant Variables on Factor 7

DSCHLIB 1	.65620
DPUBLIB 1	.64571

Both components of this factor are concerned with why the child dislikes the school and public library.

The factors revealed appear to be:

Factor 1	Books and their availability.
Factor 2	Use of reading.
Factor 3	Self-esteem, particularly in school.
Factor 4	Child's occupational aspiration.
Factor 5	Where the child gets his books from.
Factor 6	Child's father's occupation.
Factor 7	Why child dislikes libraries.

The first factor is by far the most important accounting for 33.9% of the variance compared with from 4% to 10% for the other factors.

Further examination of factors beyond 7 shows clustering of variables into factors related to school and to the home environment related to reading. We can add to the first seven significant factors.

Factor 8	Attitudes towards school.
Factor 9	Atmosphere in the home related to reading.

There was no clustering or factor revealed related to use of leisure time but this was considered as a separate clustering for the purposes of the analysis.

TABLE 31

Communalities Revealed in Factor Analysis

Variable	Est.Communality	Variable	Est.Communality
AMTREAD	.81261	DNTREAD 1	.45484
SEX	.45913	MLIB	.34664
AGE	.34726	FLIB	.35898
IQ	.59832	LKINDE	.46125
LITERACY	.59832	DKINDB	.43010
GROUP	.73977	NEWSPC	.27635
SEIA	.61801	FICC	.71661
SEIF	.61801	NONFICC	.58571
NBOOKS	.47906	BOOKSF1	.74768
NMSCHOOL	.35162	BOOKSF 2	.74768
NLSCHOOL	.35162	SCHLIB	.27902
LIBR	.23295	PUBLIB	.44916
SCOCCF	.60713	WPUBLIF1	.28693
SPTB	.38874	BFREAD	.35898
CLUBS1	.20958	PLAYS	.29241
TJOBC	.65031	HOURSTV	.28957
MAG	.28621	RHOURS	.81261
NAMEMAG1	.20661	LPUBLIB	.35967
LANGM	.28269	LSCHLIB	.35967
SCHO	.41168	DPUBLIB 1	.47779
SREADY	.18629	DSCHLIB 1	.47779
LREADY	.55559	HQUIET	.34372
READWHY1	.18982	READCL	.38054
BUYBO	.43750	TOCCF	.60713
USEREAD 1	.57507	SCJOBC	.65031
USEREAD 2	.72367	SLIB	.15847
USEREAD 3	.72367	FRLIB	.19208